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Thesis

UNIT PLANNING IN SEVENTH-GRADE ENGLISH

Submitted by

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(B.S. in Education
State Teachers College
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In partial fulfillment of requirements for

the degree of Master of Education

1937

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TABLE OF CONTENTS

CHAPTER I INTRODUCTION 1

A. The Unit Plan in Theory 1

B. The Unit Plan in Practice 4

1. The unit and the delimitation 5

2. The pre-test 5

3. The introduction 5

4. The unit assignment 6

5. Optional activities 7

6. Class discussion 7

7. The mastery test 8

C. A Discussion of English Procedures Used in This Thesis 8

1. Literature 8

2. Composition 9

3. Grammar 10

4. Spelling 10

CHAPTER II A UNIT ON ANIMALS (complete) 11

1. The Unit 11

2. The Delimitation 11

3. The Unit Assignment 13

a. Introduction of the Unit 13

b. Discussion of the unit assignment sheet..13

c. Activities for Laboratory Work 13

(1) Group 1 13

(2) Group 2 16

(3) Poetry 20

(4) Guide sheets for oral and written work and trips 24

(5) Readings 29

d. Optional Activities 33

e. Class Meetings and Discussions 36

f. Mastery Test and Key 36

CHAPTER III A UNIT ON WRITING FRIENDLY LETTERS (suggested) 45

1. The Unit 45

2. The Delimitation 45

3. Suggested Basic Materials 47

CHAPTER IV A UNIT ON THE POSTAL SERVICE (suggested) ..48

1. The Unit 48

2. The Delimitation 48

3. Suggested Basic Materials 50

CHAPTER V A UNIT ON IMAGINATIVE STORIES (suggested) .51

1. The Unit 51

2. The Delimitation 51

3. Suggested Basic Materials 52

CHAPTER VI A UNIT ON UNDERSTANDING OUR FOREIGN NEIGHBORS (complete) 52

1. The Unit 53

2. The Delimitation 53
3. The Unit Assignment 55
a. Introduction of the Unit 55
B. Pre-Test 55
c. Activities for Laboratory Work 57
(1) Group 1 57
(2) Group 2 60
(3) Poems 62
(4) Readings 63
d. Optional Activities 70
e. Class Meetings and Discussions 72
f. Mastery Test and Key 72
CHAPTER VII A UNIT ON STORYBOCK FRIENDS (suggested)..77
1. The Unit 77
2. The Delimitation 77
3. Suggested Basic Materials 78
CHAPTER VIII A UNIT ON SOCIAL SITUATIONS (complete)..79
I. The Unit 79
2. The Delimitation 79
3. The Unit Assignment 81
a. Introduction of the Unit 81
b. Pre-Test 81
c. Activities for Laboratory Work 88
(1) Group 1 88

(2) Group 2 90
(3) Readings 91
d. Optional Activities 92
e. Class Meetings and Discussions 92
f. Mastery Test 93
CHAPTER IX A UNIT ON NEWSPAPERS (complete) 96
1. The Unit 96
2. The Delimitation 96
3. The Unit Assignment 98
a. Introduction of the Unit 98
b. Pre-Test 98
c. Activities for Laboratory Work 99
(1) Group 1 99
(2) Group 2 102
(3) Readings 105
d. Optional Activities 105
e. Class Meetings and Discussions 106
f. Mastery Test 107
CHAPTER X A UNIT ON MAGAZINES (suggested) 110
1. The Unit 110
2. The Delimitation 110
3. Suggested Basic Materials 110
CHAPTER XI A UNIT ON AMERICA (suggested) 112
1. The Unit 112

2. The Delimitation 113
3. Suggested Basic Materials 113
CHAPTER XII A UNIT ON NATURE (complete) 115
1. The Unit 115
2. The Delimitation 115
3. The Unit Assignment 116
a. Introduction of the Unit 116
b. Discussion of the unit assignment sheet..116
c. Activities for Laboratory Work 116
(1) Group 1 116
(2) Group 2 118
(3) Guide sheet for memorizing 120
(4) Poems 121
(5) Readings 123
d. Optional Activities 126
e. Class Meetings and Discussions 128
f. Mastery Test and Key 128
CHAPTER XIII A UNIT ON THE IMMIGRANT (suggested) ...136
1. The Unit 136
2. The Delimitation 136
3. Suggested Basic Materials 138
CHAPTER XIV A UNIT ON BIOGRAPHY (suggested) 139
1. The Unit 139
2. The Delimitation 139
3. Suggested Basic Materials.....140

CHAPTER XV A UNIT ON MYTHS AND LEGENDS (suggested) ..141

1. The Unit 141

2. The Delimitation 141

3. Suggested Basic Materials 142

CHAPTER XVI SAMPLE MASTERY TESTS FOR GRAMMATICAL ERRORS (with keys) 143

1. Sentence Recognition 143

2. Types of Sentences 145

3. Choice of Words 147

4. Keys for above three tests 148

5. Simple and Complex Sentences 149

6. Common Errors 151

7. Keys for above two tests.....153

8. Capitalization 154

9. Finding Phrases 156

10. Keys for above two tests 158

CHAPTER XVII CONCLUSION 160

BIBLIOGRAPHY 162

CHAPTER I INTRODUCTION

The Unit Plan in Theory

During the past twenty or twenty-five years educators have realized the necessity of making the school a vital agency in the preparation for individual present and future needs. Such techniques as the project method, the Morrison Plan, the Winnetka Plan, the Dalton Plan, and others have been introduced with more or less success. At least they have shown that individual instruction, even in large classes, is possible and valuable. They have proved that education is not adequate when it turns out students who are not fitted to take their places in the world. These various methods or plans all center about dividing subject matter into large units, eliminating the non-functional, and directing the learning of each child.

Miss Mary Fitzgerald, in a thesis Four Units in High School English,[1/] has adequately covered the theoretical background of the unit plan. The present thesis, therefore, will not go into a detailed account of this phase. In summary then - the unit plan of organizing subject matter satisfies the demands of modern educational psychology; it prepares the pupil for intelligent participation in his present

1/ Mary Thecla Fitzgerald, Four Units in High School English. Unpublished master's thesis, Boston University, School of Education, 1936. pp. 1 - 15.

and future work; it takes care of variations in intelligence, personality, home background, aptitudes, and future needs; and it is a method of educating a heterogeneous group.

Miss Fitzgerald's thesis makes no mention, either in introductory notes or actual preparation of the units, of several points which may well be included in a discussion of the unit plan.

1. The coöperation of the class. - The class will enjoy formulating problems to add to the unit, finding other good references for reading, and adding worthwhile optional activities to the list. Such coöperation will greatly aid the success of the unit.

2. The revision of the units. - In practically every instance the unit will undergo some changes as it is taught, and will need revision before it is used again. Some activities will prove too challenging for the grade level, while others will not be problems at all. The class will introduce problems from their experience that have not been included in the unit, and there will be constant changes to adapt the unit to the current experiences of the children in the class.

3. Differentiated assignments. - Activities suggested and required in the unit assignment sheet should be on at least three levels. Only the basic essentials of the unit should be required of the slow learner. The average learner

can explore a little further into closely related activities, and the rapid learner has the entire field of the optional activities for his efforts.

4. Repetition of the unit. - One of the greatest problems in formulating units is to decide what material is best omitted at that particular grade level. Too often we feel that the child may never meet the same unit again and we try to crowd too much into one unit. It is possible for most units to be repeated several times from the elementary school even into college. A splendid example of this would be a series of units on Nature adapted to all grades where the unit plan may be used. Such a division of material avoids confusion of too many details and allows the children to approach the subject with some past experience and a changed outlook.

5. Correlation of units. - The correlation of units is a comparatively unexplored field. Many schools give credit in other courses for work done in English or history units, but there is little coöperative formation of the units to be used in the various departments. Is it possible to extend this unit idea so that, for example, a uniton New England life could be evolved to include such a combination of subjects as art, music, history, literature, composition, mathematics, and manual training, and be taught simultaneously in these classes? It seems entirely possible, but it cannot be done

without close coöperation and an experience with the essentials of the unit plan. Certainly a broader understanding of the problem results from attacking it from these various angles.

The present thesis seems justified in view of a woeful lack of available practical material based on large units of subject matter and adapted to individual needs. This thesis presents a series of nine suggested and five completed units. These were designed to cover a year's work in seventh grade English. Naturally the entire fourteen units could not be taught in one school year, but such a number allows the teacher to choose the material best adapted to her classes. The units are not intended to be taught in any certain order, except that the unit on animals was planned to ease the child's first experience with junior high school, and develop his self-reliance.

The Unit Plan in Practice

Different methods of procedure representing different kinds of unit plans are carefully analyzed and fully explained in Monograph Number 13 of the National Survey of Secondary Education.[1/] The various phases of the plan will be briefly touched upon in this thesis merely as explanation of the parts of the units presented.

1/ Roy O. Billett, Provisions for Individual Differences, Marking, and Promotion. Part II. Bulletin, 1932, Number 17 Monograph Number 13. United States Government Printing Office, Washington. 1933.

The unit and its delimitation. - In order to present the units of work more efficiently the teacher should put them in writing. With the abilities, interests, past experiences, and future needs of the pupils constantly in mind the unit is analyzed (in writing) and the concepts, skills, knowledges, appreciations, and attitudes that it is hoped the pupils will have acquired at the end of the unit are stated. Such statements may be psychologically or logically expressed, according to the plans of the teacher.

Everything in connection with the unit obviously cannot be taught at once, so it is in the delimitation where the teacher must weight the values of the material, reject some not of functional worth, and postpone some until the child is older.

The pre-test. - Through pre-testing the teacher can learn the experiences, knowledges, and attitudes already held by the class on the unit in question. She may learn which pupils are to be excused from certain portions of the assignment and led into further channels of exploration. She learns also which pupils will need more guidance and instruction during this unit. It is true that not all units lend themselves to pre-testing, but it is also true that too few teachers use diagnosis before teaching.

The introduction. - The introduction is intended to give the pupils an overview of the unit. It should arouse

interest, stimulate thinking, and create a felt need. It may take the form of a lecture by the teacher or someone else, a demonstration, an illustrated talk, class discussion of a problem, a field trip, or other methods suitable to the particular unit.

The unit assignment. - In order to develop the abilities, self-reliance, and group coöperation of the child he is given a printed assignment sheet suggesting activities and problems connected with the study of the unit. These problems and activities are entirely flexible, and if the children aid in their formation they will be doubly valuable. The assignment sheet is planned with the individuality of each child in mind. The slowest and the most brilliant are able to find work according to their abilities and needs. A variety of activities in all branches of skills must be provided. Too many assignment sheets ask only written papers and written answers to questions.

The problems must be a challenge, promote thinking, and permit interchange of ideas. The sheet should give aids to research that may be referred to at any time. One basic text may be required by the course of study, but the supplementary reading suggested by the assignment sheet may cover an unlimited field. It is here that the teacher can guide the children to read the best and the most enjoyable literature.

The assignment sheet allows each pupil to proceed at his own rate. It leaves the teacher free to help individuals or groups in study methods; to plan dramatics and discussions; to give individual help to the slow; to aid the bright pupil in supplementary research; and to supervise the many activities of the entire class.

The criteria for the unit assignment is in the nature of the pupils being taught.. The subject matter is a means and not an end.

Optional activities. - As soon as a child completes what constitutes for him the basic requirements of the unit he is free to follow his own inclination (guided by the teacher) among the optional activities. These activities are not busy work in any sense. They allow the child with special abilities, skills, and knowledges in music, literature, art, dramatics, hobbies, handcrafts, mechanics, and shop work to add his part to the general value of the unit. Such work is based upon close coöperation of the various departments of the school.

Class discussion. - After the laboratory periods a series of class discussions must follow where the varied experiences and reactions are pooled. If the teacher discovers that class discussion is necessary during certain phases of the laboratory work a meeting is held then. Discussion periods allow the teacher to make certain that all

points are clear, and to be sure that no important aspect of the subject has been overlooked. These periods also allow for reports on the optional activities, summaries of group work, and exhibits of supplementary work.

The mastery test. - As long as schools insist upon report cards and marking systems the teacher must necessarily have some method of checking the results of the work on a given unit. In some cases group or individual questions put orally as the teacher goes about the laboratory will be sufficient. In other cases the actual work accomplished will be all that is necessary. In still other cases a pencil-and-paper test of the most objective type possible will be the only means of checking the results.

A Discussion of the English Procedures Used in this Thesis

Literature. - The theory that extensive reading is far superior to intensive study has been made the basis of these units. A wide range of reading material has been provided. Some books are included that are obviously above or below the seventh-grade level. These are intended for the child who is above or below grade in reading achievement. Such a child would be bored or discouraged by the usual grade material.

The teacher should give standard tests and teacher-made tests at the beginning of the school year to determine the

comprehension, vocabulary, reading rate, and pronouncing ability. Remedial work for the individual will be planned on the basis of the results of these tests.

Book reports have been avoided as unnecessary because the teacher is in direct touch with the reading of each child. A question here and there as the teacher goes about the laboratory will be worth more than any formal report.

The reading has been planned with the chief aims of enjoyment and enrichment. Newspapers and magazines are regarded as important literature to be critically read and discussed. Standard favorites, the classics, and the works of modern writers have all been included. Class discussions of books and references serve to stimulate thinking and awaken interest.

Composition. - Both oral and written composition have been based upon the everyday experiences of the child. Long themes have been avoided with the idea that one or two well-constructed paragraphs are more functional and more interesting to write.

Many opportunities have been given for oral expression because the majority of the people use this form of expression more than any other. Corrective work in composition is an individual problem to be given only to those who need it.

Grammar. - At the beginning of the school year teacher-made and standard tests will determine the need for grammar. This, too, is an individual problem and each pupil works to eliminate his own errors. The grammar is taught as a part of the oral and written composition and not as a separate study. It is the business of the teacher not to allow this incidental teaching to become accidental. The pupil is given text references and practice exercises and when he thinks he has mastered these a final test sheet is given him.

Only the functional elements of grammar are included and the entire subject is considered merely as a means to good expression.

Spelling. - Another individual problem is spelling. Each seventh-grade teacher is asked to keep individual lists of the misspelled words on the pupil's papers. Such lists are the basis of the study of spelling. Once a month they are given to the English teacher, and she gives each pupil his own lists. Those pupils with few errors are free to carry on other work while the poor spellers can concentrate on their own mistakes.

CHAPTER II

The Unit

Almost all people enjoy wild and domestic animals more when they really understand them. This understanding of animal life can be aided by closer observation, story books, short stories, articles, poems, and reference books.[1]

The Delimitation

Each animal has its own personality. Some understanding of these personalities allows us to enjoy our pets and the wild animals more.

Animals usually appreciate our kindnesses and sometimes they are able to repay us by simple acts of devotion.

Some animals possess a higher degree of intelligence than others.

In all types of literature authors often exaggerate in order to make a better tale. We must remember this when we read animal stories describing unusual display of intelligence and actions.

The hunter enjoys the thrill of stalking his game and being put to a trial before getting his animal.

Hunting big game and protected animals "in season" is

1/This unit is the beginning of an appreciation of animals that will be continued in Grade Eight.

not cruel, but killing our harmless woods creatures merely for the sake of shooting something is poor sportsmanship.

Animals of other countries are interesting and often seem very queer to us.

In some countries transportation is entirely by animals.

Some pieces of literature about animals do not add to our knowledge of animal life, but they are read merely for the humor contained in them. Such stories often give the animals powers that we know do not belong to them.

The Unit Assignment

Tentative Time Table

About four weeks, divided into two weeks of laboratory work and two weeks of class discussions and summaries.

A. Introduction of the Unit

A series of pictures arranged by the teacher and shown in the projector, touching on animals used for transportation, food, clothing, and for enjoyment. Class discussion of these pictures.

B. Explanation and discussion of the mimeographed portions of the unit assignment sheet

C. Activities for Laboratory Work 1/

1. (Finish these activities and then go on to Group 2. File all written papers and question answers in your notebook.)

a. Mr. Ralph P. Graham, who lives at 411 Forest Road, this city, went big-game hunting in Africa several years ago. He has said that he will be glad to tell us stories about his experiences. Write him a letter inviting him to come to speak to the entire school on our assembly day two weeks from now.2/ (The best letter will be sent to him. When the teacher has approved your letter continue the other activities. Part of the class will be asked to go on to activity "a" in Group 2.)

1/ These activities will be mimeographed and given to the pupils.

2/ This letter and others in the unit will serve as a pre-test for unit on writing friendly letters.

b. Prepare a three-minute talk on how to care for some pet. Every pet from a kitten to a snake needs special food, exercise, and living quarters. Tell us how you care for yours. (You would do better, perhaps, if you outlined and wrote out this first speech. Apply the self-help questions for oral talks.)

c. Begin to read one of the books on list 1 at the end of the Unit Assignment sheet for your outside reading. (Take an entire class period to browse among the books here in the classroom and on the teacher's shelf in the library. Read a little here and there in several books before you make your final choice. Read your book as rapidly as you can and still get the main points that the author is making.)

d. Read your composition textpp. 24 - 27 about the dictionary. Then go to the large dictionary and notice the type of information that one can find there. How are the words arranged? What marks are used over the letters of the words? Why? Of what use are the guide words at the tops of the columns? Look up this list of animals in the dictionary. Find out how to pronounce them and how to divide them into syllables.

hyena, ocelot, yak, iguana, coyote, badger,
weasel, rhinoceros, hippopotamus.

e. One week from next Saturday we hope to visit the Museum of Natural History in Boston. Will you please write a letter to the museum asking if we may have a guide to explain the exhibits to us. We will arrive at ten o'clock. (The best

letter will be sent.)

f. Read the starred poem in list 2 at the end of this assignment sheet. (Did you ever see an animal when it saw the snow for the first time? How did it act? How did the "Runaway" act?) Then read two others. If possible read these poems aloud at home to get the rhythm. Notice the "picture" words that the authors use to describe the animals. Write these in your notebook, first naming the animal and then listing the descriptive words.

g. Questions on the book you are reading. Think about these and be ready to discuss them in class:

Were the characters in the book true to life? Did they think and act like people or animals that you know?

Were the events of the book possible, or were they improbable happenings used to make an exciting story?

Did the animals do impossible things?

Did you like the way the author told his story? Would you like to read other books by the same author? (The teacher would be glad to help you do this.)

h. After Mr. Graham's visit to the school write a short note telling him how much you enjoyed his stories. (We will send him all of the notes.)

i. Prepare a very short summary of the book you have been reading. Try to "sell" the book to other members of the class. Do not tell us too much of the story, yet try to arouse

our interest and make us want to read the book. (It would be wise to make an outline of your speech in your notebook to guide you in your "sales talk".)

j. Make a list of three or four words that describe the following animals very accurately. (You may do this after we visit the zoo if you think it would be easier.) Example: deer - fleet-footed, timid, fawn-colored.

bear, skunk, lion, fox, squirrel.

k. Read two of the short stories or articles in list 3 at the end of this assignment sheet. How does a short story differ from an article? What were the main points in the story or article? (Look in the Table of Contents at the front of the books to find titles that appeal to you. Do not read both of your stories from one book.)

l. Write a letter to a friend or relative telling about our trip to the zoo. This is to be a real letter that you will mail, so make a copy of it for your notebook. (Use your text pp. 70 - 77 for help, also the self-help questions for writing friendly letters.)

2. (When you finish these activities you may do some of the optional activities in the file on the teacher's desk.) 1/

1/ Give mimeographed sheets for group 2 only to pupils who finish group 1.

a. Write an invitation from the seventh grade to all of the other junior-high-school grades in the building to join us in the assembly hall on our assembly day to hear Mr. Graham. (The best invitation will be delivered to the classes.) Then do "b" in this group.

b. Write a notice for the school paper about this lecture.(Make it as interesting as possible.)

c. Have you seen a movie lately in which an animal played a leading part? Tell us the main points of the story in a few sentences.

d. Write a short paragraph telling how to play leap-frog, hare and hounds, fox and geese, scrambled animals, duck-on-a-rock, rabbits' tails, grandfather's pig, or any other animal game that you know. (Could the class play the game from your directions? Make them very clear because we want to try some of these games during our playground time. See the directions for written papers.)

e. Prepare to describe a very common animal to the class so there will be no doubt as to its physical appearance. In other words, "paint a picture" as you talk. If you make believe that we have never seen the animal it will help you.

f. Write two or three paragraphs telling about <u>one</u> thing that you saw at the zoo. The Monkey Cage, My Favorite Animal, The Strangest Animal (the Most Interesting, Largest,

Most Intelligent, Clumsiest) may suggest some subjects to you. (Don't forget that good stories are printed in the school paper.) Use your self-help questions for compositions and written papers before you copy the final form.

g. Look over one or two copies of Our Dumb Animals magazine on the library table. What type of material is found in this magazine? Read several articles that appeal to you. Do you enjoy the pictures? Is it a child's magazine?

h. (Choose either 1. or 2.)

1. Write a paragraph or two on how to build a dog house, a chicken coop, make an animal toy, teach a dog a new trick, saddle a horse, give a dog a bath, or construct a dog's bed. (Could the teacher do this from your directions?)

2. Look up the following unfamiliar animals in the children's encyclopedia in the library and be ready to describe at least two. Perhaps pictures from the National Geographic magazines here in the room will help you.

puma, ibex, chinchilla, porcupine, sloth, cheeta, gazelle.

i. What is a fable? Read several of Aesop's Fables. How does a fable differ from a short story? Write a fable for the text picture on p. 169.

j. If you read short stories in "k" Group 1, read two articles this time, and vice versa. Be ready to tell the main points of whatever you read.

k. (Choose either 1, 2, or 3 of the following activities)

1. Write two or three paragraphs on one of the following subjects, or one suggested by these. (Use your self-help questions before copying your paper.)

The Elephants at the Circus
The Queerest Pet
A Lost Dog
My First Horseback Ride
Naming the Kitten
A Dog's Heroism

2. Prepare to tell a good original story that might lead up to one of the following endings.[1]

----- But the mouse said, "No I thank you. I do not care for cheese today."

----- "I'll see you later," said Fido as he ran exhausted to his kennel.

-----"My opinion is," said the tiger in the zoo, "that there is, after all, no place like the jungle."

-----"And so my children," said the mother fish,"don't allow yourself to be fooled by a crooked worm."

3. Write two or three paragraphs on one of these subjects or anything suggested by this list.[1]

Trapped! as told by a mouse, a rabbit, a wolf, a bear.

How I Saved for a Rainy Day - as told by a squirrel, a chipmunk, an ant, a beaver, a bee, a dog.

My Favorite Time of Day - as told by a dog, a skunk, an owl, a raccoon.

Capture and Escape! as told by a monkey, a pig, a lion, an elephant.

1/From suggestions given at a lecture on teaching English composition by Miss Agnes Barry, Boston University, School of Education.

The Plaint of the Camel

Canary-birds feed on sugar and seed,
Parrots have crackers to crunch;
And as for the poodles, they tell me the noodles
Have chicken and cream for their lunch.
But there's never a question
About MY digestion -
ANYTHING does for me!

Cats, you're aware can repose in a chair,
Chickens can roost upon rails;
Puppies are able to sleep in a stable,
And oysters can slumber in pails.
But no one supposes
A poor Camel dozes -
ANYPLACE does for me!

Lambs are enclosed where it's never exposed,
Coops are constructed for hens;
Kittens are treated to houses well heated,
And pigs are protected by pens.
But a Camel comes handy
Wherever it's sandy -
ANYWHERE does for me!

People would laugh if you rode a giraffe,
Or mounted the back of an ox;
It's nobody's habit to ride on a rabbit,
Or try to bestraddle a fox.
But as for a Camel, he's
Ridden by families -
ANYLOAD does for me!

A snake is as round as a hole in the ground;
Weasels are wavy and sleek;
And no alligator could ever be straighter
Than lizards that live in a creek.
But a Camel's all lumpy
And bumpy and humpy -
ANYSHAPE does for me!

Charles Edward Carryl

See if you can find out whether the camel is as mal-treated as he thinks he is.

The Blood Horse

Gamarra is a noble steed,
Strong, black, and of a noble breed,
Full of fire, and full of bone,
With all his line of fathers known;
Fine his nose, his nostrils thin,
But blown abroad by the pride within!
His mane is like a river flowing,
And his eyes like embers glowing
In the darkness of the night,
And his pace as swift as light.

Look - around his straining throat
Grace and shifting beauty float;
Sinewy strength is in his reins,
And the red blood gallops through his veins:
Richer, redder, never ran
Through the boasting heart of man.
He can trace his lineage higher
Than the Bourbon dare aspire -
Douglas, Guzman, or the Guelph,
Or O'Brien's blood itself!

He who hath no peer was born
Here, upon a red March morn:
But his famous fathers dead
Were Arabs all, and Arabs bred;
And the last of that great line
Trod like one of a race divine!
And yet - he was but friend to one
Who fed him at the set of sun
By some lone fountain fringed with green;
With him a roving Bedouin,
He lived (none else would he obey)
Through all the hot Arabian day,
And died untamed upon the sands
Where Balkh amidst the desert stands.

Bryan Waller Procter
(Barry Cornwall)

What are the characteristics of the Arabian Horse?

The Arab to His Favorite Steed

My beautiful! my beautiful! that standest meekly by,
With thy proudly arched and glossy neck, and dark and fiery eye,
Fret not to roam the desert now, with all thy winged speed;
I may not mount on thee again - thou'rt sold, my Arab steed!
Fret not with that impatient hoof - snuff not the breezy wind -
The farther that thou fliest now, so far am I behind;
The stranger hath thy bridle-rein - thy master hath his gold -
Fleet-limbed and beautiful, farewell; thou'rt sold, my steed, thou'rt sold.

Farewell! those free, untired limbs full many a mile must roam,
To reach the chill and wintry sky which clouds the stranger's home;
Some other hand,less fond, must now thy corn and bed prepare,
Thy silky mane,I braided once, must be another's care!
The morning sun shall dawn again, but nevermore with thee
Shall I gallop through the desert paths, where we were wont to be;
Evening shall darken on the earth, and o'er the shady plain
Some other steed, with slower step, shall bear me home again.

Yes, thou must go! the wild, free breeze, the brilliant sun and sky,
Thy master's house - from all of these my exiled one must fly;
Thy proud dark eye will grow less proud, thy step become less fleet,
And vainly shalt thou arch thy neck, thy master's hand to meet.
Only in sleep shall I behold that dark eye,glancing bright;
Only in sleep shall hear again that step so firm and light;
And when I raise my dreaming arm to check or cheer thy speed,
Then must I, starting, wake to feel - thou'rt sold, my Arab steed!

Ah! rudely then, unseen by me, some cruel hand may chide,
Till foam-wreaths lie, like crested waves, along thy panting side,
And the rich blood that's in thee swells, in thy indignant pain,
Till careless eyes, which rest on thee, may count each starting vein.

Will they ill-use thee? If I thought - but no, it cannot be -
Thou art so swift, yet easy curbed; so gentle, yet so free;
And yet, if haply, when thou'rt gone, my lonely heart should yearn -
Can the hand which casts from it now command thee to return?

Return! alas my Arab steed! what shall thy master do,
When thou, who wast his all of joy hast vanished from his view?
When the dim distance cheats mine eye, and through the gathering tears
Thy bright form for a moment, like the flase mirage appears;
Slow and unmounted shall I roam, with weary step alone,
Where, with fleet step and joyous bound, thou oft hast borne me on;
And sitting down by that green well, I'll pause and sadly think,
"It was here he bowed his glossy neck when last I saw him drink!"

When last I saw thee drink! - Away! the fevered dream is o'er-
I could not live a day, and know that we would meet no more!
They tempted me, my beautiful! - for hunger's power is strong -
They tempted me, my beautiful! but I have lived too long.
Who said that I had given thee up? who said that thou wast sold?
T'is false - t'is false, my Arab steed! I fling them back their gold!
Thus, thus, I leap upon thy back, and scour the distant plains;
Away! who overtakes us now shall claim thee for his pains!

Caroline Elizabeth Sarah Norton

Tell the main point of the poem in one well-constructed sentence.

Why was an Arabian horse chosen as the hero of the poem?

Can you name some other famous breeds?

Do you feel that the Arab was kind to his horse?

List the adjectives that he uses to describe his horse.

Guide Sheet for the Zoo

General: What animals did you see that you never heard of?
Did these animals come from this country?
What animals did you see that are used for work?
What animals did you see that we use for fur?
What animals did you see that live in North America?
Notice the food eaten by the various animals.
What comforts were provided for the polar bears, the hippopotamus, the raccoons, the mountain goats, the elephants, and the monkeys?
What animal interested you the most? Why?
What animal was the queerest? Why?

Raccoon: What does a raccoon do with his food?

Opossum: How does the opossum sleep?

Elephant: How does the elephant eat his hay? How does he take a bath? Notice the difference in size between the African elephant and the Indian. Which one is used as a work animal?

Yak: Describe the yak. What is his use? Where does he live? Why is he so important there?

Monkeys: What tricks were the monkeys doing? Notice their hands and feet. What else helps them get around so quickly?

What do you think about keeping these animals caged in a zoo? Be ready to discuss this question in class.

Guide Sheet for the Museum

1. Notice the type of place that each animal likes best. (In the habitat groups)

2. What do you notice about the coloring of many of the animals? Compare their coloring with their surroundings.

3. The skeleton of what animal is suspended from the ceiling of the main room?

4. Are skunks always black and white?

5. What animals spend part of their time in the water?

6. What is queer about the physical appearance of the beaver?

7. Be ready to tell about the homes of three common animals.

8. How does a fawn differ from its mother?

9. What is a fossil? What fossils are in this museum?

IO. While we are not studying birds and butterflies in this unit we will visit exhibits of these in the museum. Notice the beautiful colorings on the butterflies and moths. How can one tell a moth from a butterfly? Notice the difference in coloring between the male and female birds. Can you guess at one reason for this? Notice the size, shape, and coloring of the eggs of five common birds.

A Guide for All Written Papers

1. Use black or blue-black ink.
2. Use regular composition paper supplied by the teacher.
3. Keep about an inch margin on the left and a half inch on the right.
4. Write all headings this way, beginning on the top line.

Alice B. Smith — Sept. 9, 1937

Division 7 C

(Skip this line)

Title of Composition here

5. Indent the first word of every paragraph about one inch.
6. Divide words only between syllables at the end of a line. Use the dictionary if you don't know where to put the hyphen.
7. Number each page you use in the upper right-hand corner.
8. Use both sides of each sheet unless otherwise instructed.
9. Think about your penmanship when you copy papers.
10. File the paper in its proper place in your English notebook, so it will not get lost, untidy, or torn.
11. Always write first on scrap paper, revise, then copy.

Self-Help Questions for Oral Talks

1. Will your subject appeal to your audience?
2. Do you know your subject well enough to speak well on it?
3. Did you make an outline of your talk?
4. Have you a good introduction?

5. Have you omitted all unnecessary material?

6. Is the conclusion a good one?

7. Will you be able to finish in the time given you?

How to Judge an Oral Talk [1]

1. Was the subject properly limited? Was the talk clear?

2. Were the main topics arranged in the right order? Could any topics have been omitted?

3. Was the beginning clear and direct? Was the ending satisfactory? Did the speaker use notes? Did he know when to stop?

4. Had the speaker practiced sufficiently? Was he prepared?

5. Was the talk effective? Could you suggest improvement?

6. Did the speaker use any method of illustrating his talk?

7. Were his "word pictures" vivid and concrete?

8. Were all words pronounced correctly? Was his enunciation clear? Were there any grammatical errors? Did he say "er" or "and uh" ?

9. Was the speaker's posture good?

10. Was the talk interesting? Why? Were you a good listener?

II. Have you any suggestions for improvement?

1/ Adapted from material discussed in a lecture on English methods by Miss Agnes E. Barry at Boston University, School of Education.

Self-Help Questions for Compositions

1. Have you chosen a subject that you know something about?
2. Have you chosen a subject that will interest the reader?
3. Have you made an outline of your paper?
4. Have you aroused interest in your first sentence?
5. Have you made separate paragraphs for separate ideas?
6. Have you used good descriptive words?
7. Have you used complete sentences?
8. Have you stuck to your subject?
9. Have you made a good closing sentence?
10. Can you combine any sentences to make a better thought?
11. Have you spelled and punctuated correctly?
12. Have you used too many "ands"?
13. Do your verbs and subjects agree in number?
14. Can you omit any words?
15. Have you written your paper according to the guide for all written work?

Self-Help Questions for Friendly Letters

1. Does your letter follow the model in your text, p. 70?
2. Are your heading, salutation, and complimentary close correct?
3. See your text pp. 71 - 73 for help
4. Have you punctuated correctly?
5. Have you used "I" too often?
6. Have you put each new idea into a separate paragraph?
7. Is your letter Neat? Is the Spelling correct? Is it Readable?

Readings

Texts -

Denny, Skinner, and Skinner - Our English, Seventh Year. New York: Charles Scribner's Sons, 1926. (For oral and written composition.)

Lyman and Hill - Literature and Living, Book One. Revised Edition. New York: Charles Scribner's Sons, 1934.(For literature.)

List 1 - Full length books

Akeley, Delia J. - "J.T. Jr." the Biography of an African Monkey. (S.L.)

Atkinson, Eleanor - Greyfriars Bobby.(P.L.) JA875g

Bostock, Frank Charles - Training of Wild Animals.(S.L.)

Cooper, Courtney Ryley - With the Circus.(P.L.) j791c77

Darling, Esther B. - Baldy of Nome.(P.L.) (S.L.)

James, Will - Smoky.(P.L.) j636.1J29 (S.L.) (C.)

Meader, Stephen Warren - Red Horse Hill.(P.L.) (S.L.)

Mukerji, Dhan - Gay Neck.(P.L.) j636.6M95

Nonidez, José F. - Fuzzy and His Neighbors.(P.L.) j591.5N81

Norwood, Edwin P. - Circus Menagerie.(P.L.) j791.3N89

Ollivant, Alfred - Bob, Son of Battle.(P.L.) (S.L.)

Salter, Felix - Bambi.(Teacher's Copy) (P.L.) (S.L.) (C.)

Seton, Ernest Thompson - Biography of a Grizzly.(P.L.) JS495b

Sewell, Anne - Black Beauty.(Teacher's Copy) (P.L.) (S.L.) (C.)

Terhune, Albert Payson - Buff, A Collie.(P.L.) JT317b (S.L.)

_____ Bruce.(S.L.)

Walden, Jane Brevoort - Igloo.(P.L.) j636.7W16 (S.L.)

List 2 - Poetry

Austin, Mary O. - "The Brown Bear" (8:202) 1/

_____ "The Rocky Mountain Sheep" (8:206)

Blake, William - "The Tiger" (Textpp. 269 -270)

Carryl, Charles - "The Plaint of the Camel" (with this unit)

* Frost, Robert - "The Runaway" (8:196)

Gilman, Charlotte Perkins - "The Lion Path" (2:363)

Guiterman, Arthur - "Etiquette" (Text p. 272)

Knibbs, Henry Herbert - "Old Jim" (2:183)

Lowell, Amy - "The Travelling Bear" (2:8)

Norton, Caroline Elizabeth Sarah - "The Arab to His Favorite Steed" (with this unit)

Noyes, Alfred - "The New Duckling" (2:404)

Proctor, Bryan Waller - "The Blood Horse" (with this unit)

Wells, Carolyn - "How to Tell the Wild Animals" (8:440)

List 3 - Short Stories and Articles

Aldrich, Thomas Bailey - "Goliath" (3:392)

Baker, Samuel White - "The Elephants That Struck" (2:358) (5:35)

Branner, J.C. - How and Why Stories .(S.L.)

Burroughs, John - Squirrels and Other Fur-Bearers(P.L.) j599B97

Crump, Irving - "The Four-Footed Police of the Dog Patrol" (11:375)

Fabre, Jean Henri - "My Cats" (11:use index)

Finley, William Lovell - Wild Animal Pets .(P.L.) (S.L.)

Harris, Joel Chandler - Tales from Uncle Remus .(P.L.) (S.L.)

_____ Collected Dog Stories .(P.L.) (S.L.)

1/This refers to book number 8, p. 202 on the reference list.

Kipling, Rudyard - Jungle Books.(P.L.) JK571j (S.L.) (C.)

_____ Moti Guj, Mutineer.(S.L.)

Mathiews, Franklin K. (compiler) Brown Wolf and Other Jack London Stories for Boys.(P.L.) JL847b (C.)

Mills, Enos - "How the Beavers Saved Their Home" (3:300)

_____ "Besieged by Bears" (2:use index)

Muir, John - "Stickeen" (2:use index)

Ross, Estelle - The Book of Noble Dogs.(S.L.)

Scoville, Samuel - Wild Folk. (P.L.) j591S43

Seton, Ernest Thompson - Wild Animals I Have Known.(P.L.)

Stockton, Frank - "The Lady or the Tiger?" (S.L.)

Twain, Mark - "The Celebrated Jumping Frog" (3:386)

Warner, Charles Dudley - "How I Killed a Bear" (3:411)

List 4 - Reference Books

I. Aesop - Aesop's Fables.(P.L.) Rj888A24.4 (S.L.) (C.)

2. Bolenius, Emma Miller - Literature in the Junior High School. Book One, (C.) Ten copies

3. The Same, Book Two (C.) Ten copies

4. Ditmars, Raymond Lee - Book of Prehistoric Animals.(P.L.)

5. Elson, William H. and Keck, Christine M. - Junior High School Literature, Book One (C.) Ten copies

6. Fabre, Jean Henri - Animal Life in Field and Garden.(P.L.) j590F12

7. Funk and Wagnalls - New Standard Dictionary of the English Language. (on schoolroom table)

8. Hornaday, William Temple - Tales from Nature's Wonderlands. (P.L.) j590H81

9. Huffard, Grace Thompson; Carlisle, Laura Mae; and Ferris, Helen (selectors) - My Poetry Book.(C.) (P.L.) j821.08H88

10. Langford, George - Stories of the First American Animals.

11. Lieberman, Elias (editor) - Poetry for Junior High School. Book One. (P.L.) (C.)

12. Lyman, Rollo L. and Hill, Howard C. - Literature and Living, Book One, revised edition (C.)

13. National Geographic Magazine
54: 740-756 (Dec.,1928) "Mickey the Beaver"
61: 199-215 (Feb.,1932) "Befriending Nature's Children"
44: entire (Nov.,1923) Horses
35: entire (March, 1919) Dogs
30:(Nov.,1916) "Larger North American Mammals"
33:(May, 1918) "Smaller North American Mammals"

14. Nature Library.- Animal volume by Seton, Ernest Thompson. (P.L.) j590S49a

15. Our Dumb Animals Magazine (Loan collection) (C.)

16. Robinson, William Wilcox - Ancient Animals.(S.L.)

17. Seton, Ernest Thompson - Wild Animals at Home.(P.L.)590S49.5

18. World Book Encyclopedia.(P.L.) (S.L.)

19. Wonders of Animal Life.(edited by J.A. Hammerton) (P.L.) Rj590H22

20. Addenda - Clarke, Frances E. Poetry's Plea for Animals. (P.L.) j821.08c58. Sections titled "The Horse", "The Cat", "My Dog", "Burden Bearers", "From the Jungle", "In Captivity".

(P.L.) - Public Library; (S.L.) - School Library; (C.)-Classroom.

D. Optional Activities [1]

1. Make a poster advertising an animal book that you have read. (See your art teacher about this.)

2. Write a paper on Animals of Prehistoric Days. If you can find pictures to illustrate it it will be more interesting.

3. Make an exhibit of stamps that show pictures of animals.

4. Make a map of the world (or use an old one that no one wants.) Mount tiny pictures of animals in the countries where they live, and then print the name of an animal book or story about that animal. Two other members of the class may help you with this if you wish.

5. Prepare a talk on the animals that have aided man in his transportation problems. You may use pictures in the projector if you can find any.

6. See if you can find out something about the first animals that man domesticated.(The librarian will help you.)

7. Write a paper on the queer animals of ----------. (Any continent that you wish. Your geography book will help you.)

8. Find out about animal protection in our national parks.

9. Make a sculptured soap animal in your art class.

10. Write an animal poem.

11. Make a collection of animal pictures painted by famous

1/ These activities are printed on cards and filed on the teacher's desk. The children are encouraged to make worthwhile contributions to this list.

artists. Plan to present these before the class in the projector, and tell us something about them.

12. Find out about animal protection in Massachusetts. What are the hunting laws?

13. Model an animal from permanent clay and then paint it in natural colors. Do this in your art class.

14. Prepare to present a talk on "Animals in Music" for the third grade. We have records for the Carnival of Animals by Saint Saëns, and perhaps you can find others. Be ready to describe the sounds of the animals that the composer is representing.

15. Plan to produce the story of the Bremen Band (from the Musicians of Bremen by Wilhelm and Jakob Grimm) with puppets and scenery made in the art class. You will need about four members of the English class to help you write out the dialogue and manage the puppets, and members of the art class can help with the making of the puppets and the scenery.

16. Select two or three animals that build unusual or interesting homes and tell the class about them.

17. Visit our animal hospital and interview Dr. Rines. Telephone first to find out when it will be convenient for you to make the visit. Make a list of questions you wish to ask him. Look up the word "veterinarian" in the dictionary before you go.

18. Write an original story longer than the one required. If it is a good one you may read it to the second grade.

19. Try to get some good pictures of wild or domestic animals with your camera. (A great deal of patience will be necessary, but the results are worth it.)

20. Give a report about some zoo or animal museum that you have visited. Have you ever seen the Bronx Park Zoo in New York, the Benson Animal Farm in Nashua, or the Peabody Museum in Cambridge?

21. Write a story about the queer pets that have lived in the White House. Do you know about Mrs. Coolidge's raccoon, Rebecca? (Ask the librarian for help with this topic.)

22. Prepare one of Aesop's Fables for the third grade to dramatize.

23. Read another of the full-length books on the list.

24. Make a collection of animal poems for this unit.

25. Write a story to tell the third grade during their story hour. The following titles are suggestions:

Why the Kangaroo Takes Such Big Jumps
How the Tiger Got His Stripes
Why Mr. Skunk Has a White Stripe

26. Write an original fable to be read to the second grade.

27. Write a play with animal characters. If it is well done we will act it, either for this grade or some other.

27. Make a booklet about the fur trade in this country. (See the World Book Encyclopedia for information)

E. Class Meetings and Discussions

1. Class meeting to choose student to introduce assembly speaker. (About one-quarter period)

2. Class meeting to discuss museum trip and talk about the guide sheet. (one period)

3. Class discussion of the museum trip (Two periods)

4. Class meeting to form groups "for covering" the zoo, (About one-quarter period)

5. Class discussion of the trip to the zoo (One period)

6. Final discussions to summarize all activities connected with the unit. (About ten days)

F. Mastery Test

1. Write the number of the word or words in the right-hand column that best names the material in the left-hand column. Place the number on the line provided. Example:

x.--3--- " "	1. question mark
y.--2--- -	2. dash
z.--1--- ?	3. quotation marks

a. ----- plank - a broad piece of sawed timber	1. accent marks
b. ----- lańtern	2. index tabs
c. ----- ma-te ri al	3. syllables
d. ----- built bulkhead	4. guide words
e. ----- ŏ b s e ū r e	5. glossary
f. ----- l. t o m ā t o	6. diacritical marks
	7. definition
	8. preferred pronunciation

2. Write the number of the animal on the right who is the hero of the story, book, or poem named on the left. Place the number on the line provided.

Example: x. -2--- Biography of a Grizzly 1.Horse
2. Bear

a. ----- Gay Neck, Dhan Mukerji
b. ----- The Runaway, Robert Frost
c. ----- Etiquette, Arthur Guiterman
d. ----- "J.T. Jr.", Delia Akeley
e. ----- Bambi, Felix Salten
f. ----- Fuzzy and His Neighbors, Jose Nonidez
g. ----- Bob, Son of Battle, Alfred Ollivant
h. ----- Old Jim, Henry Knibbs
i. ----- Black Beauty, Anne Sewell
j. ----- Goliath, Thomas Bailey Aldrich
k. ----- Moti Guj, Mutineer, Rudyard Kipling
l. ----- Smoky, Will James

1. Horse
2. Sparrow
3. Deer
4. Elephant
5. Monkey
6. Dog
7. Bear
8. Camel
9. Tiger
10. Squirrel
11. Cat
12. Pig
13. Pigeon
14. Sheep
15. Raccoon

3. a. Place a check mark (✓) at the left of the wild animals in the following list that are native to New England.

skunk	muskrat
fox	field mouse
deer	weasel
coyote	elk
rabbit	kangaroo
sloth	chipmunk
anteater	camel
opossum	armadillo
woodchuck	squirrel
wildcat	raccoon
bear	moose
yak	porcupine
beaver	buffalo
wolf	monkey
badger	otter

b. Place a cross (X) at the left of the wild animals that are native to the United States.

4. Arrange each group of words in the order that one would find them in the dictionary.

Group A

raccoon	ibex	skunk
monkey	zebra	chinchilla
kangaroo	tapir	beaver
yak	llama	elk
dog	goat	opossum
fox	weasel	horse

Group B

gum	glad	ginger
goose	grain	gem
gate	gnome	

Group C

shoe	shape	shampoo
shaggy	shack	shave
shilling	shell	shy
shaft	shake	sham
shoulder	shut	shepherd
shire	sheep	shanty
shoal		

5. Beside the following list of animals place the letter, or letters, that stand for the word, or words, that best describe the common use of that animal. Example: -W-H- horse (meaning that a horse is commonly used as a work animal and for hides).

W - work animal D - food R - fur H - hides

----- cow
----- hippopotamus
----- badger
----- whale
----- coyote
----- raccoon
----- lion
----- elephant
----- squirrel
----- mole
----- skunk
----- kangaroo
----- llama
----- water buffalo

----- sheep
----- weasel
----- monkey
----- camel
----- porcupine
----- wolf
----- goat
----- yak
----- pig
----- muskrat
----- giraffe
----- fox
----- leopard
----- rabbit

6. Write the number of the animal in the right-hand column who is noted for the characteristic in the left-hand column. Place the number on the line provided.

a. ----- digger	I. goat
b. ----- ship of the desert	2. porcupine
c. ----- speed	3. bear
d. ----- acute hearing	4. giraffe
e. ----- love of sweets	5. camel
f. ----- stiff quills	6. opossum
g. ----- long neck	7. kangaroo
h. ----- horned nose	8. monkey
i. ----- fine hair	9. deer
j. ----- memory	10. raccoon
k. ----- largest	11. armadillo
l. ----- broad tail	12. elephant
m. ----- most expensive fur	13. rhinoceros
n. ----- striped	14. zebra
o. ----- hard shell	15. badger
p. ----- "make believe" death	16. chinchilla
q. ----- keen sense of smell	17. whale
r. ----- human actions	18. beaver
s. ----- surefooted	19. skunk
t. ----- odor	20. mole
	21. yak

7. Fill the blanks with the name of one of the animals in the list below that best fits into the sentence. Then answer the question either "yes" or "no" at the right.

Example: Is it true that owls are night birds? yes

Is it true that:

a. ----------laugh?	a. -------
b. ---------- shoot their quills?	b. -------
c. ---------- remember people who have done them harm?	c. -------
d. ---------- see their shadows on Feb. 2 and we have six weeks more winter?	d. -------
e. ---------- change their color in winter?	e. -------
f. ---------- build dams?	f. -------
g. ---------- wash their food before eating?	g. -------
h. ---------- carry their young about in a pocket?	h. -------
i. --------- have no eyes?	i. -------
j. ---------- over a year old must be licensed?	j. -------
k. ---------- contract or expand their eyes and so can see in the dark?	k. -------
l. ---------- sleep all winter without waking?	l. -------

cats	moles	kangaroos	dogs	woodchucks (hedgehogs)
elephants	camels	porcupines	lambs	armadillos
hyenas	otters	bears	sheep	zebras
pigs	weasels	beavers	wolves	
raccoons	monkeys	badgers	sloths	

Mastery Test Key

1. a. 7	4A beaver	4B gate	4C shack
b. 1	chinchilla	gem	shaft
c. 3	dog	ginger	shaggy
d. 4	elk	glad	shake
e. 6	fox	gnome	sham
f. 8	goat	goose	shampoo
2. a. 13	horse	grain	shanty
b. 1	ibex	gum	shape
c. 2 / 11	kangaroo		shave
d. 5	llama		sheep
e. 3	monkey		shell
f. 10	opossum		shepherd
g. 6	raccoon		shilling
h. 1	skunk		shire
i. 1	tapir		shoal
j. 6	weasel		shoe
k. 4	yak		shoulder
l. 1	zebra		shut shy

3. Check the following:

			Put (X) beside these and also
skunk	bear	chipmunk	coyote
fox	beaver	squirrel	wolf
deer	badger	raccoon	buffalo
rabbit	muskrat	moose	
opossum	field mouse	porcupine	
woodchuck	weasel	otter	
wildcat	elk		

Mastery Test Key (continued)

5.

D H	D H
****	R
R	R
D	W
****	****
R D	R
D	D W
W	W
D R	D H
R	R
R	****
H	R
W	R
W	D R

6.a. 20 15
b. 5
c. 7
d. 12
e. 3
f. 2
g. 4
h. 13
i. 15
j. 12
k. 17
l. 18
m. 16
n. 14
o. 11
p. 6
q. 9
r. 8
s. 1
t. 19

7. a. hyenas - no
b. porcupines-no
c. elephants- yes
d. woodchucks-
hedgehogs-)no
e. weasels - yes
f. beavers - yes
g. raccoons - yes
h. kangaroos -yes
i. moles - no
j. dogs - yes
k. cats - yes
l. bears - no

CHAPTER III

The Unit

How to write an interesting friendly letter is an art that few people know, but one which is easy to learn. One of the finest compliments our friends can pay us is to say that they enjoy our letters.[1]

The Delimitation

A friendly letter tells our friends the things that we would tell them if we talked with them. It is a visit by mail. We should put ourselves in the recipient's place.

Our letters should be natural and not stilted.

It is courteous to our friends to make our letters legible, to punctuate correctly, to spell correctly, and to be careful of our grammar.

In writing friendly letters we should use white or very lightly tinted grey or buff paper, blue or black ink, and a good pen.

A friendly letter consists of five parts:

1. The Heading (where and when the letter was written)
2. The Salutation (as Dear Aunt Helen)
3. The Body (what the letter is about)

1/ A unit on business letters will be given in grade eight.

4. The Complimentary Close (as Your nephew,)

5. The Signature (Name of writer)

The envelope should be addressed in ink or with a typewriter. The Postoffice Department asks us to follow these rules:

I. Do not abbreviate the name of the street, the avenue, the city, or the state.

2. Always place your return address in the upper left corner of the envelope.

Everyone has a use at some time for the informal note:

I. In thanking someone for a gift, a favor, or for hospitality.

2. To express sympathy or to congratulate.

3. To send an informal invitation to lunch or for a visit.

Such notes should be prompt and sincere.

Invitations must be definite.

Suggested Basic Materials

Carroll, Lewis - Excerpts from his letters

Center, S.S. and Saul, L.M. - A Book of Letters.

Colson, E. and Chittenden, A.G. - Children's Letters.

Denny, Skinner, and Skinner - Our English.(Seventh Year) pp. 70 - 77, and I47 - I49.

Overton, Jacqueline - Excerpts from Robert Louis Stevenson's Letters

Roosevelt, Theodore - Theodore Roosevelt's Letters to His Children.

Wishart, J. - Selected English Letters.

Addenda - Bulletin collection of models of letters from previous classes and textbooks owned by the teacher.

CHAPTER IV

The Unit

The Postal Service is a vast world-wide organization for public benefit. We can do our part in that large organization by being careful about addressing and sending our letters and parcels.

The Delimitation

Day and night the mail must go, regardless of fire, flood, storms or accidents.

Trains, trucks, airplanes, animals, and in some countries packs on men's backs are used to carry the mail.

Not all places in our country receive the same mail service:

1. General Delivery
2. House to house delivery
3. R.F.D.
4. Air Mail

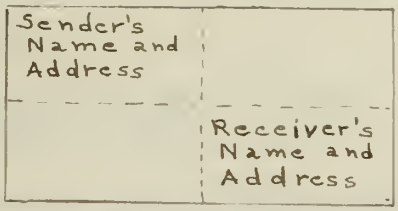
Different classes of mail require different postage and special handling:

1. First class - Letters and written matter - 3¢ an ounce
   Drop letters - 2¢ an ounce
   Postcards - 1¢

2. Second class -Unsealed newspapers and periodicals, rates vary.

3. Third class - Limit eight ounces- circulars and merchandise. 1½¢ for two ounces.

4. Fourth class -(Parcel Post) Packages must be addressed in the following manner:



Parcel Post rates are fixed according to zones. The Postoffice will weigh your package and charge according to the weight and the zone location of the receiver.

All Air Mail should be marked "Via Air Mail", and is charged at a rate of six cents for each ounce or fraction.

A Money Order is an easy way to send money by mail if one does not have a checking account in any bank. The rate varies with the amount sent.

Third and Fourth class mail may be insured against injury, loss, or theft. The rate varies with the value..

All mail that cannot be delivered to its proper destinationis sent to the Dead Letter Office. We must keep our letters and packages out of this office by addressing them carefully.

We can help mail delivery also by using correct postage, wrapping parcels carefully, and by mailing early during the rush seasons at Christmas, Valentine's Day, and Easter.

Suggested Basic Materials

Books -

Theiss, Lewis E. - From Coast to Coast with the United States Air Mail.

Walker, Joseph - How They Carried the Mail .

Stories and Articles -

Baynes, E.H. - "Mankind's Best Friend", National Geographic Magazine, 35:I86 - I90.

Eliot, Charles William, and Wilson, Woodrow -"Inscriptions on The Postoffice Building", Lyman and Hill - Literature and Living, Book Two, p. 354.

Hays, W.H. - "The Human Side of the Postal Service" Review of Reviews 64:625 - 640.

Kipling, Rudyard -"With the Night Mail".

Stewart, Harry A. - "Postmen of the Skies", Lyman and Hill - Literature and Living, Book Two, p. 357 - 368.

Addenda: Fox, A.W. - "Cemetary for Letters", Ladies' Home Journal 36:198 .

Poems -

Sheard, Virna - "Postmen", Lyman and Hill - Literature and Living, Book Two, p. 350 .

Reference -

Book of Knowledge - "How Our Letters Come to Us", I7:6183 - 6189.

Compton's Pictured Encyclopedia - "Travels and Adventures of a Letter", p. 3I7 - 323.

World Book Encyclopedia - "Story of the Postoffice", p. 5771 - 5777.

CHAPTER V

The Unit

Imaginative stories about the impossible make entertaining reading.[1/]

The Delimitation

Some of these fantasical stories are built around actual superstitious beliefs in fairies, giants, and talking animals, that were, and in fact still are, held by various peoples.

Each country has its own tales of make-believe.

Such make-believe stories are pure stretches of the imagination and cannot be criticized regarding probabilities. They are meant only for enjoyment of the delightful and unusual pictures and incidents.

While these stories are entertaining they are not of much value to us in understanding the lives and problems of the present; therefore we do not want to confine all of our reading to this type of literature, but rather, take it in small quantities.

1/This unit will be omitted in some classes, substituting Chapter Fifteen instead. (See footnote to Chapter Fifteen).

Boston University
School of Education
Library

Suggested Basic Materials

Aesop - Aesop's Fairy Tales .

Barrie, James M. - Peter Pan .

Carroll, Lewis - Alice in Wonderland .

_____ Through the Looking Glass .

Griffis, William Elliott - Swiss Fairy Tales, Japanese Fairy Tales, Belgian Fairy Tales , Dutch Fairy Tales.

Hawthorne, Nathaniel - Wonder Book .

Houseman, Lawrence - A Doorway in Fairyland .

_____ Moonshine and Clover .

Jacobs, Joseph - English Fairy Tales, Celtic Fairy Tales, Indian Fairy Tales .

Kipling, Rudyard - Puck of Pook's Hill .

Lane, E.W. (translator) - Arabian Night's Entertainment .

Maeterlinck, Maurice - The Bluebird .

Huffard, Carlisle, and Ferris - My Poetry Book, section titled "Have You Ever Seen a Fairy?"

Stephens, James - Irish Fairy Tales .

Stockton, Frank - The Queen's Museum and Other Fanciful Tales .

_____ The Floating Prince and Other Fairy Tales .

Swift, Jonathan - Gulliver's Travels (adapted by John Lang).

Thackeray, William Makepeace - The Rose and the Ring.

Verne, Jules - Twenty-Thousand Leagues under the Sea .

CHAPTER VI

The Unit

If we are unable to travel to foreign countries the next best thing is armchair travel. We can understand our neighbors better if we know something about their native life and customs.

The Delimitation

Travel books take us away from our everyday life and give us the enjoyment of unusual, interesting, and beautiful scenes.

It is interesting to see the different ideas and reactions that various travel experiences arouse in the writer of travel books. These books often give biased opinions of the writer's. We must be careful not to accept unusual or emphatic statements as the truth until we have investigated further. We must not form opinions of countries or people until we have read widely or visited the places ourselves.

The customs of other countries naturally vary from ours in this country. Their customs are as adapted to their life as ours are to our methods of living. We should never laugh at foreigners who are bewildered at our ways. We would be just as confused in their country.

Because our American civilization has been influenced by the traditions and customs of every foreign land we need to understand some of the contributions that these other countries have made to our life.

Maps, pictures, travel magazines, and even advertising material can add to our knowledge and pleasure derived from armchair travel.

The Unit Assignment

Tentative Time Table

About five weeks, divided into three weeks of laboratory work and about two weeks of class discussions and summaries.

A. Introduction of the Unit

A travel talk to the class given by a friend of the teacher's who has been to Europe and the Orient.

B. Pre-Test [1] (You will not be marked on this teat)

1. a. What states in New England have you visited? Check your answers.

_____Maine, _____New Hampshire, _____Vermont, _____Rhode Island

_____COnnecticut.

b. What states outside of New England have you visited?

c. What foreign countries have you visited?

d. What foreign countries have your relatives visited?

e. Check the methods of travel in the following list that you have used. Underline the one that you prefer for sport. Star (☆) the one that you prefer for travel from place to place.

_____motor boat	_____sailboat	_____sled	_____horse
_____canoe	_____train	_____sleigh	_____taxi
_____rowboat	_____streetcar	_____bus	_____auto
_____steamboat	_____skiis	_____airplane	_____bicycle

1/This test will be mimeographed and given to the pupils.

2. In the following list place a "C" before the items that please you. Place an "X" before the items that displease you. Draw a neat line through the words that you know nothing about.

_____kings
_____Chinese laundry
_____gondola
_____Jews
_____kites
_____Chinamen
_____Dago
_____firecrackers
_____Negro
_____Wop
_____Paris fashions
_____macaroni
_____Eiffel Tower
_____jinriksha
_____Englishmen
_____olives
_____temples
_____Japanese lacquer
_____Danes
_____Swedes
_____bull fights
_____the tropics
_____Joan of Arc
_____Vikings
_____Japanese block prints
_____dictators
_____Japanese kimono
_____Skiing
_____olive oil
_____art galleries
_____cathedrals
_____Mussolini
_____Japanese
_____Frenchmen
_____Chinese queues
_____Hitler
_____the Orient
_____Chink
_____peasants
_____Norwegians
_____slavery
_____the desert
_____fiords
_____Pompeii
_____Parliament
_____Fujiyama
_____Midnight Sun
_____the jungle
_____the Vatican
_____cannibals
_____the Seine
_____vineyards
_____cherry trees
_____bound feet
_____doll festival
_____wooden pillows
_____farming
_____Versailles
_____white birch
_____Venice
_____Kensington Gardens

C. Activities for Laboratory Work [1]

1. Finish these activities and then go on to group 2.

a. Divide yourselves into six groups for a concentrated study of one country (France, Italy, England, Scandinavia, Japan, and China). Spend the first two days conferring with your group about the things you already know about your chosen country and the things you want to find out about it. Elect a secretary who will make two lists of these items. For example:

We Know That Eskimos:	We Would Like to Know:
Live in igloos	What Eskimo children play
Eat seal and whale fat	What holidays Eskimos have
Hunt with harpoons	Whether they worship God
Use sledge dogs	How they look
Wear fur clothing	What furniture they use

At the end of the unit you should have answered all your original questions in list two and probably added many more.

b. Write a letter to a steamship company that runs boats to your country and ask them for pamphlets and information about the country. (The teacher will see that one letter from each group is sent. Look in the Table of Contents in your text book to find out how to write a business letter. Copy your letter into your notebook.)

1/ These activities are mimeographed and given to the pupils.

c. Read the material about your country in the geography books listed under Reference Books and in the World Book Encyclopedia. (See "d" before you begin. Remember that we are not interested in studying the physical and commercial geography in this unit, but we are interested in the people and their customs.)

d. Begin a personal list of the things you think we should see and do in your country if we ever go there. Add to this each day as you discover new and interesting items.

e. 1) Plan with your group how you would travel from your home town to some port in your country. (After you have decided on the best direct route select someone to represent the group in class discussion and give this information in a three-minute talk, using the map.)

2) What important things would you wish to see en route if you had time to make a leisurely trip? (Use your map constantly as you read and talk about your country.)

f. Write a telegram to your mother announcing your safe arrival at the boat. (Use the telegram blanks, which you will find in the paper cupboard, for your final draft. Read Our English, Eighth Grade, pp. 197 - 199 for help in writing telegrams. Paste your final draft into your notebook.)

g. Confer with your group, and each member will

choose one of the following topics for a written paper:

Homes, Dress, Food, Holidays, Transportation, Queer Customs.

(Use your self-help questions for writing papers, and put your final draft in your notebook.)

h. After the teacher has had a lesson with your group on the poetry of your country read at least three of the poems listed.

i. Write a letter to a boy or girl in your chosen country describing one day in your school life, a hobby of yours, some sport you are interested in, or anything you think would interest a boy or girl about your age in that country. (The local chapter of the Junior Red Cross will forward these letters to children in your country who are studying English. Perhaps some of you will receive answers.)

j. 1) Name at least five famous people of the past in your country. Why were they famous? (One sentence will do for this. Individual work.)

2) Name at least three famous people of the present in your country. Why are they famous? (One sentence. Individual work.)

k. After reading some references on the subject confer with your group and find out what your country has contributed to world-culture in music, art, and literature. Select some member of the group to talk about each subject. Do not choose the same person who spoke before.

l. Read one of the books on the general travel list. (Outside reading)

m. As you hear other groups giving reports you will probably meet these words. Look them up in the dictionary now, and note their pronunciation and meaning:

fiords	mandarin	Champs Elysee
gondola	Sugimoto	junk (Chinese)
Confucius	Louvre	grotto
Fujiyama	Pall Mall	Vikings
torii	Westminster Abbey	jinriksha
Thames	Versailles	Rialto
Carcassonne	catacomb	Big Ben

n. Read two of the general travel poems. How do the poets feel about travel? Do you agree with them?

o. Prepare to tell about a short travelogue that you have seen lately at the movies. Do you like such pictures? Do they make you wish to visit those places?

2. (When you finish these activities you may do some of the optional activities in the file on the teacher's desk.)[1/]

a. Write an imaginary letter to a friend telling something about the boat trip to your country. (Do not try to tell too much. Make it interesting. Use your imagination.) (Use your self-help questions on letter-writing.)

b. Browse through several copies of Travel magazine.

1/ Give mimeographed sheets for group 2 only to pupils who finish group 1.

Is this a child's magazine? What type of material does it contain? Do you enjoy the pictures? Why? Compare it with the National Geographic Magazine.

c. What are some of the outstanding characteristics of the people of your chosen country? How many people from your country are there in the United States? (See World Almanac, 1937, pp. 253 - 254.) If you can interview someone who lived in your country it would be interesting. Make a list of questions to ask him before you go to see him.

d. Look at the pictures in the National Geographic about your country. (See reference list) Notice especially, pictures of costumes, holiday festivities, customs of the people, homes and furnishings and other details of their lives.

e. Prepare a short talk about the book you read in group 1 on general travel. (Tell the interesting things. Use your self-help questions for oral talks.)

f. Read one of the books listed about your special country. (Most of you will have done this in preparation for your papers.)

g. If you are studying Japan or China look over some of the copies of Asia magazine. (You will enjoy the pictures, but may find the material rather difficult to read.) What material is included in this magazine? Would you recommend it to an adult reader?

There is no frigate like a book
To take us lands away,
Nor any coursers like a page
Of prancing poetry.
This traverse may the poorest take
Without oppress of toil;
How frugal is the chariot
That bears a human soul!

Emily Dickinson

Arm-Chair Travel

I cannot go
To other lands
Where I may know
What change is like.

I cannot be
In places new
Where I would like to see
The world so wide.

But I can grow
By books and so
I do not envy feel
For those who come and go.

Books are like the famous boots;
With seeing eyes and lengthy stride
I view the earth with love and pride
While sitting by my own fireside.

Ina Brevoort Roberts

Readings

List 1 - General Travel books

Abbe, Patience - Around the World in Eleven Years.(teacher's copy) (P.L.) (S.L.)

Follett, Helen - Magic Portholes. (P.L.) j910F66

Franck, Harry A. - Marco Polo, Junior.(P.L.) j915F82.1

Harrison, Edith O.-All the Way Round.(S.L.)

Hewins, Caroline Maria - Traveller's Letters to Boys and Girls. (P.L.) j910H59

Lindbergh, Anne Morrow - North to the Orient.(S.L.) (P.L.) j910L72

Peck, Anne Miriam - Roundabout Europe.(S.L.) Teacher's copy

_____ Storybook Europe.(P.L.) j914p36 (S.L.)

Putnam, David - David Goes Voyaging.(P.L.) j910p98 (S.L.)

Slocum, Joshua - Sailing Alone Around the World.(S.L.) (C.)

Stuart, Dorothy Margaret - Young Folk's Book of Other Lands. (P.L.) j910s31

List 2 - General Travel poems

Dickinson, Emily - "Travel" (7:483)

Hovey, Richard - "The Sea Gypsy" (7:3)

Leamy, Edward - "The Ticket Agent" (7:19)

Longfellow, Henry Wadsworth - "Travels by the Fireside" (7:11)

Millay, Edna St. Vincent - "Travel" (7:18)

List 3 - General References

1. Allen, Nellie B. - Europe.(C.) Five copies

List 3 - General References (continued)

2. Bolenius, Emma May - Literature in the Junior High School, Book One. (C.) Ten copies

3. Humphrey, Grace - Stories of the World's Holidays .(P.L.) j394H92

4. Doren, Mark van - Anthology of World Poetry .(C.) (S.L.)

5. Methley, A.A. - Happy Homes in Foreign Lands .(S.L.) (P.L.)

6. Newbury, M.C. The Gifts of the Nations: A Pageant (in teacher's file under Foreign Lands)

7. Richards, Mrs. Waldo (selector) The Magic Carpet, Poems for Travellers.Teacher's copy

8. Smith, J. Russell - Human Geography, Book One. (C.) Ten copies

9. Starr, Frederick - Strange Peoples.

10. Thompson, Holland - Lands and Peoples .Seven Volumes (P.L.) j910t47

11. World Book Encyclopedia.(P.L.) (S.L.)

List for Japanese Group

Ayrton, M.C. - Child Life in Japan.(P.L.) j915.2A98

Bacon, Alice M. -"The Feast of Dolls" (2:371)

Franck, Harry A. The Japanese Empire .(P.L.) j915.2F82 (A geographical reader)

Gaines, Ruth Louise - Treasure Flower, A Child of Japan. (P.L.) j915.2G22

George, M.M. - A Little Journey to Japan .(S.L.) (P.L.) j915.2G34 (for intermediate and upper grades)

Huffard, Carlisle, and Ferris - My Poetry Book.
p. 248 poem on crocuses (unknown author)
263 poem on iris (unknown author)
273 "Willows in the Snow" - Tsuru

List for Japanese Group (continued)

274 "Plum Trees" - Ranko
278 "Hail on the Pine Trees" - Basho

Japanese Poetry - (2:349 - 351)

Johnston, L.E. - China and Japan.(Games and stories of children) (S.L.)

National Geographic Magazine (C.)(Read only picture titles)

40:45-84 (July, 1921) "The Geography of Rural Japan"
42:275-301 (Sept.,1922) "Some Aspects of Rural Japan"
44:415 -443 (Oct.,1923) "The Empire of the Risen Sun"
61:132-162 (Feb.,1932) "Tokyo Today"
63:257-318 (Mar.,1933)
69:442-480 (Apr.,1936) "Friendly Journeys in Japan"

8:308 - 313

10: vol. 4, 333 - 364

Tietjens, Eunice - Japan, Korea, and Formosa.(for Grades Seven and Eight) (P.L.) j915.2t56

4: 44,No. 4; 45, No.4; 46,Nos.3 & 5; 49, No. 3.

11: section on Japan

List for Scandinavian Group

Acharya, Sri - "Hail, Norway" (7:261)

Allen, Nellie B. - Europe .pp. 160 - 169, 238 - 239, 267 - 295.

Boyesen, H.H. - Boyhood in Norway.(P.L.) (S.L.)

Bjornson, Bjornsterne - "Fatherland Song" (4:986)

Laughlin, Clara Elizabeth - Where It All Comes True in Scandanavia.(P.L.) j914.8L37

Oehlenschlager, Adam - "There is a Charming Land" (4:983) (7:259)

Rordan, Valdemar - "The Northland" (7:259)

List for Scandinavian Group (continued)

Rosenhane, Gustav - "Sonnet", No. 1 (4:988)

8:242 - 246

10: vol. 2, 90 - 108, 4 - 23, 24 - 47

11: (section on Norway, Sweden, Denmark)

Addenda: National Geographic Magazine (C.)(Read only the picture titles)
42:115-164 (Aug.,1922) "Denmark and the Danes"
61:216-250 (Feb.,1932) Denmark
54:403-484 (Oct.,1928) Sweden
58:1-45 (July,1930) Sweden
66:1-63 (July,1934) "Country-House Life in Sweden"
45:647-696 (June,1924) Norway
67:627-648 (May, 1936) "Life in a Norway Valley"

List for the French Group

1:316-334

Dutton, Maud Barrows - Little Stories of France.

Clifton, Lisle - Hobnails and Heather.(also about England)
(P.L.) j914.2L77

Laughlin, Clara Elizabeth - Where It All Comes True in France .
(P.L.) j914.4L37

National Geographic Magazine (C.)(Read only picture titles)
28:entire (Nov.,1915) "Beauties of France"
40:29-44 (July,1921) "Scenes from France"
44:1-50 (July,1923) "Through the Back Doors of France"
46: Plates I-XVI (Nov.,1924) "Flashes of Color Through France"
50:Plates I -XV (Oct., 1926) "The France of Sunshine and Flowers"

Perkins, Lucy - The French Twins.(P.L.)

8:229 - 235

10: vol.1, 229 - 265

List for Chinese Group

Asia magazine - for pictures

Ayscough, Florence - Firecracker Land.(P.L.) j9I5.1A98

Franck, Harry A. - China, A Geographical Reader.(P.L.) j915.1F82

George, Marian M. - A Little Journey to China(for intermediate and upper grades) (P.L.) j915.1G34

National Geographic Magazine (C.) (Read only picture titles)

43:113 -142 (Feb., 1923) "A Thousand Miles Along the Great Wall of China"
51: 469 - 500 (Apr.,1927) "The Chinese, Farmers Since the Days of Noah"
51: 624 - 722 (June,1927) China
66: 601-643 (Nov., 1934) "Coastal Cities of China"

8: 313 - 314; 316 - 320

10: vol. 4; 249 - 288

4: 3, No. 1; 18, No. 1; 23, Nos. 2,3, and 4; 33,"A Poet Thinks"

11:(Section on China)

List for Italian Group

1: 335 - 347

Ambrosi, Marietta - When I Was a Girl in Italy .(S.L.) (P.L.) j914.5A49

Guiterman, Arthur - "Barcarole" (7:347) What is the attitude of this poet toward romantic Italy?

Laughlin, Clara Elizabeth - Where It All Comes True in Italy and Switzerland .(C.) (P.L.) j914.5L37

Longfellow, Henry Wadsworth - "The Old Bridge at Florence" (7:353)

Lowell, Amy - "Rome" (7:377), "Naples" (7:393), "Venice" (7:337)

List for Italian Group (continued)

Methley, A.A. - Happy Homes in Foreign Lands.(P.L.) (C.)

National Geographic Magazine (C.) (Read only picture titles)

30: (Oct., 1916) entire
45:358 - 390 (Apr., 1924) Italy
68: 330 - 366 (Sept., 1935)
70: 351 - 396 (Sept., 1936) "Sojourning in the Italy of Today"
71: 270 - 327 (Mar., 1937) "Imperial Rome Reborn"

Perkins, Lucy - The Italian Twins.(P.L.)

8: 256 - 261

Speyer, Leonora - "Pompeian Quartrain" (7:397) What was Pompeii ?

10: vol. 2, 295 - 334

4: "Summer is Come" p. 557
"Spring" - p. 590

11: (section on Italy)

List for English Group

Grimshaw, Ivan G. - When I Was a Boy in England.(P.L.) j914.2G86

Lisle, Clifton - Hobnails and Heather.(P.L.) j914.2L77

Mansfield, Blanche McManus - Our Little English Cousin. (P.L.) j914.2M28

National Geographic Magazine (C.) (Read only picture titles)

49: 551 - 595 (May,1926) "London from a Bus Top"
55: entire (May, 1929)
61: 163 - 198 (Feb., 1932) "Some Forgotten Corners of London"
65: 357 - 397 (Mar., 1934) "Vagabonding in England"
68: 137 - 184 (Aug., 1935) "Great Britain on Parade"
71: 1 - 57 (Jan., 1937)

List for English Group (continued)

Quennell, Marjorie - A History of Everyday Things in England .(P.L.) j942Q36

8: 223 - 227

10: vol.1, 32 - 64, 65 - 84

4: "Home Thoughts from Abroad" p. 1156
"Soldier Rest" p. 1126
"Where the Bee Sucks" p.1044
"When Icicles Hang by the Wall"p. 1040

D. Optional Activities

1. Prepare a program of songs of the various countries we are studying. Either sing them yourself, get someone else to sing them, or ask the music teacher to have the class learn some of them.

2. Prepare a program of national songs of these countries.

3. Collect a group of songs of one of these countries, and arrange to have them presented to the class.

4. Learn a folk dance of your country. Either give it yourself as a solo, or present it to the class for all to learn during a playground period.

5. Write a paper about the stamps of your country. Illustrate it with real stamps.

6. Make a travel poster to advertise travel in your country. (See your art teacher)

7. Make a crayon etching of some scene in your country. (See your art teacher about making crayon etchings.)

8. Make a picture map of your country. A large free-hand map will do for a foundation. Then draw or paste tiny pictures of the interesting things in your country.

9. Make a graph showing the exports that your country sends to the United States and the exports that we send there.

10. Make up a surface pattern design showing types of houses in at least three of the countries we are studying. (See your art teacher.)

11. Make a window transparency of a scene from your country. (See your art teacher)

12. Read another of the general travel books.

13. Draw sketches of costumes worn in your country.

14. Make a map of the route followed by the traveller who wrote the general travel book that you read. Illustrate it and label interesting places.

15. Make a collection of pictures of interesting places in your country. Mount them carefully.

16. Write a description of the railroad station or the boat wharf at the time of your departure on this trip.

17. Write a description of an automobile ride through some part of your country. (Do not try to tell too much.)

18. Make a model of a Viking ship, an Italian gondola, or a Chinese junk during your shop periods.

19. Plan a piece of weaving in some old Swedish design. Carry it out in colored wools or woven papers.

20. Make a silhouette of a scene in your country.

21. Make a collection of famous paintings done by artists of your country. Prepare to give this as a short lecture to the class. You may use the projector.

22. Plan how much a trip to your country would cost.

23.Prepare an exhibit of Japanese art. The art teacher will help you with this and is willing to loan her Japanese prints. Be ready to explain the articles in your exhibit.

E. Class Meetings and Discussions

1. Class discussion by topics:

a. First Day - Plans of travelling to your country.

b. Second Day- Homes and food.

c. Third Day - Transportation within your country.

d. Fourth Day - Holidays and Costumes.

e. Fifth Day - Contributions to the world and interesting customs.

f. Last three days - General discussions on travel books and the highlights of each country.

2. Group discussions at the end of the unit to pool the information collected by the group. Each group will select a chairman who will confer with the teacher and get instructions about organizing the information for presentation to the class.

F. Mastery Test [1]

1. In the parentheses directly beside the list on the left place the correct number of the words in the right column.

Example: ( ) (1) Franklin Roosevelt

1. American
2. Dutch

a. ( ) ( ) Leonardo da Vinci

b. ( ) ( ) Basho

1/ Most of the checking on this unit is by means of group reports, written papers, and various activities. This test will be mimeographed and given to the pupils.

c. ( ) ( ) Lafayette		1. Chinese
d. ( ) ( ) Edward Grieg		2. French
e. ( ) ( ) Henrik Ibsen		3. English
f. ( ) ( ) Rudyard Kipling		4. Japanese
g. ( ) ( ) Joan of Arc		5. Scandinavian
h. ( ) ( ) Enrico Caruso		6. Italian
i. ( ) ( ) Verdi		
j. ( ) ( ) Confucius		
k. ( ) ( ) Eleanora Duse		
l. ( ) ( ) Jenny Lind		
m. ( ) ( ) William Wordsworth		
n. ( ) ( ) Frederic Bartholdi		
o. ( ) ( ) Genghis Khan		
p. ( ) ( ) Dante		
q. ( ) ( ) Korin		
r. ( ) ( ) Alfred Nobel		
s. ( ) ( ) Jacob Riis		
t. ( ) ( ) Ferdinand Foch		
u. ( ) ( ) Kirsten Flagstad		
v. ( ) ( ) Marconi		
w. ( ) ( ) Victor Hugo		
x. ( ) ( ) Rodin		
y. ( ) ( ) Charles Dickens		
z. ( ) ( ) Benito Mussolini		

aa. ( ) ( ) James Barrie

bb. ( ) ( ) Hans Christian Andersen

cc. ( ) ( ) David Lloyd George

dd. ( ) ( ) Hiroshige

ee. ( ) ( ) Jane Austen

ff. ( ) ( ) Jean Francois Millet

gg. ( ) ( ) H.G. Wells

hh. ( ) ( ) Li T'ai Po

ii. ( ) ( ) Swedenborg

jj. ( ) ( ) John Ericsson

kk. ( ) ( ) Sarah Bernhardt

ll. ( ) ( ) Louis Pasteur

mm. ( ) ( ) Michaelangelo

Use this list for Question 2.

20. Statesman
21. Writer
22. Artist
23. Scientist
24. Musician
25. Actress
26. Actor
27. Ruler
28. Teacher
29. Religious leader
30. Soldier
31. Explorer
32. Business Man
33. Mechanic

2. In the left-hand set of parentheses place the number of the column on the right of this page. Be sure to do <u>all</u> pages and both columns of parentheses.

3. Through your reading, class discussions, and reports you have learned that the people of all nations are famous for certain characteristics. In the following list pick out four characteristics that best describe the people of each nation we studied.

Place the number of the characteristic on the lines provided. You do not need to recopy the adjective.

1. adventurous
2. agricultural
3. aloof
4. ambitious
5. artistic
6. athletic
7. barbaric
8. boastful
9. cannibalistic
10. careless
11. clean
12. commercial
13. deceitful
14. dirty
15. dishonest
16. fearless
17. hardy
18. healthy
19. honest
20. idiotic
21. industrious
22. intelligent
23. impolite
24. kind
25. lazy
26. modest
27. musical
28. patriotic
29. pleasure-loving
30. polite
31. religious
32. reserved
33. romantic
34. unhappy
35. wealthy

France

A. ----

B. ----

C. ----

D. ----

China

A. ----

B. ----

C. ----

D. ----

Japan

A. ----

B. ----

C. ----

D. ----

Italy

A. ----

B. ----

C. ----

D. ----

England

A. ----

B. ----

C. ----

D. ----

Scandinavia

A. ----

B. ----

C. ----

D. ----

Mastery Test Key

	2.	1.
a.	(22)	(6)
b.	(21)	(4)
c.	(30)	(2)
d.	(24)	(5)
e.	(21)	(5)
f.	(21)	(3)
g.	(30)	(2)
h.	(24)	(6)
i.	(24)	(6)
j.	(29)	(1)
k.	(25)	(6)
l.	(24)	(5)
m.	(21)	(3)
n.	(22)	(2)
o.	(27)	(1)
p.	(21)	(6)
q.	(22)	(4)
r.	(23)	(5)
s.	(21)	(5)
t.	(30)	(2)
u.	(24)	(5)
v.	(23)	(6)
w.	(21)	(2)
x.	(22)	(2)
y.	(21)	(3)
z.	(27)	(6)
aa.	(21)	(3)
bb.	(21)	(5)
cc.	(20)	(3)
dd.	(22)	(4)
ee.	(21)	(3)
ff.	(22)	(2)
gg.	(21)	(2)
hh.	(21)	(1)
ii.	(29)	(5)
jj.	(29)	(5)
kk.	(25)	(2)
ll.	(23)	(2)
mm.	(22)	(6)

CHAPTER VII

The Unit

Many of the story-book characters seem almost to be real people. We enjoy following their troubles and joys, and they become good friends of ours.

The Delimitation

In getting acquainted with these interesting friends we may learn why they succeeded or why they failed in certain instances.

Their experiences become ours and we learn about human nature through knowing them.

Suggested Basic Materials

Alcott, Louisa M. - Little Women.

_____ Little Men.

_____ Old-Fashioned Girl.

Aldrich, Thomas Bailey - Story of a Bad Boy.

Burnett, Frances Hodgson - Little Lord Fauntleroy.

Defoe, Daniel - Robinson Crusoe.

Dickens, Charles - Oliver Twist .

_____ David Copperfield.

Dix, Beulah Marie - Merrylips.

Dodge, Mary Mapes - Hans Brinker or the Silver Skates.

Field, Rachel - Hitty, Her First Hundred Years.

Fisher, Dorothy Canfield - Understood Betsey.

French, Henry Willard - Lance of Kanana.

Montgomery, Lucy M. - Anne of Green Gables.

Spyri, Johanna - Heidi.

Stevenson, Robert Louis - Treasure Island.

Twain, Mark - Huckleberry Finn.

_____ Tom Sawyer.

Hope, W.A. - Friends in Bookland , a play. The Macmillan Company. New York, 1921.

CHAPTER VIII

The Unit

Many times a day we wish we knew the correct things to do and say when we have to introduce people; when we go to the movies; when we use the telephone; when we are at school; and when we go into public places.[1]

The Delimitation

We should introduce younger people to older, men to women, and the less distinguished to the distinguished. The best response to an introduction is "How do you do, Mrs. ----?"

When we go to the movies we do not try to get ahead of others at the ticket window. We take our correct places in the line. We try, if possible, to get seats without making four or five persons rise. We take our seats quietly and immediately remove our hats. (Girls) We do not talk to our companions, comment on the picture, or otherwise disturb those about us. We do not eat strong-smelling candy from noisy wrappings or paper bags. We leave as quietly as possible because others are still enjoying the picture.

1/ To be repeated in grades eight and nine with such situations as social conversations, restaurant manners, dances, entertaining guests, being guests, and business manners.

There is a great temptation to make social calls by telephone. This is a lazy, selfish habit. We try not to call people early in the day, at meal times, or late at night. If we do not think we have the correct number we do not say, "Who is this?" , but we ask "Is this number -?" If we have to take a message for someone else we repeat it carefully, and then write it immediately. We are always courteous to "Central".

We enter a classroom quietly and go directly to our own seats. We keep our belongings in order and we do not touch things belonging to others. We stand when called upon, speak clearly, and do not use more than our share of the class time. We do not interrupt another classmate by raising our hand when he is reciting. We do not get ready to leave the classroom until the teacher dismisses the class. We do not make unnecessary noise in the corridors. We do not talk with our neighbor in the Assembly Hall. We pay attention to the speaker or the program and look as though we were enjoying it, even if we are not.

When we are in public places we are considerate of others, We do not push to get a seat in a bus or subway car. We give up our seat to a lady or an elderly person. We do not chew gum. We throw refuse only in receptacles provided. We are courteous to store clerks.

The Unit Assignment

Tentative Time Table

About fourteen days. Divided into seven days of laboratory work and seven days of class discussions and presentations of dramatic episodes.

A. Introduction of the Unit

Class discussion led by the teacher about the value of knowing the correct thing to do at the correct time. (Not to be a sermon from the teacher.)

B. Pre-Test [1] (You will not be marked on this test)

1. If you were to introduce your mother to your teacher which of the following forms would be correct? Check your answer.

a. -----"Mother, shake hands with Miss Fall, my history teacher.

b. -----"Miss Fall, this is Mrs. Gray."

c. -----"Mother, I want you to meet my history teacher, Miss Fall. Miss Fall, this is my mother, Mrs. Gray."

d. -----"Mother, this is my history teacher."

2. If you were to introduce your father to your teacher which form would be correct?

a.----- "Miss Fall, I want you to meet my father. Dad, this is my history teacher, Miss Fall."

b. -----"Miss Fall, meet my father."

c. -----"Father, I want you to meet Miss Fall, my history teacher. Miss. Fall, this is my father, Mr. Gray."

1/ This test will be mimeographed and given to the pupils.

d. -----"Father, this is my history teacher."

3. If you were to introduce two of your friends (boys) who had never met, which form would be correct?

a. -----"Jack, this is Bob. You've heard me speak of his fine stamp collection."

b. -----"Bob, shake hands with Jack. He is starting a stamp collection."

c. -----"Jack, meet Bob Brown, who has a fine stamp collection."

d. -----"Jack, I want you to meet Bob Brown, who has a fine stamp collection. Bob, this is Jack Smith, who is just starting a collection.

4. If you were to introduce the girl with whom you were playing tennis, to your brother, which form would be correct?

a. -----"Henry, here is Alice Fogg. She's the girl who plays such a good game of tennis. Alice, this is my brother, Henry."

b. -----"Alice, I want you to meet my brother, Henry. Henry, this is Alice Fogg, who plays such a good game of tennis."

c. -----"Alice, meet my brother, Henry. Henry, this is Alice."

d. -----"Alice, shake hands with my brother, Henry."

5. If you were to introduce a guest of yours (a boy) to the dramatic club, which form would be correct?

a. -----"I want you all to meet John Allen. He is visiting me from Philadelphia for a few days."

b. -----"Meet the gang, John."

c. -----"I want you all to meet John Allen. John, this is Helen Shay, Neil Modrey," and so on around the group of thirty members.

d. -----"This is my friend, John, whom you have all heard about."

6. Which of the following responses to an introduction is correct?

a. -----"Glad to meet you."

b. -----"How do you do, Mrs. Gray?"

c. -----"Charmed I'm sure, Mrs. Gray."

d. -----"How do you do, Mrs. Gray? I'm glad to know you. Mary has said so much about you."

7. If there are any items below that you consider bad manners mark a cross (X) before them. If there are any that you consider good manners place a "C" before them.

-----a. I saw Mary chewing gum at the movies the other day.

-----b. Helen and Mathilda were with her, and they were eating salt water taffy.

-----c. They put the wrappers on the floor when they finished.

-----d. As Mathilda had seen the picture before she began to tell the plot to Helen and Mary.

-----e. Mrs. Johnson was in the garden picking roses when I called yesterday.

-----f. Last Wednesday when it rained so hard I saw William offer to escort Mrs. Savory under his umbrella to her car across the park.

-----g. John saw that there were not enough seats in the subway car to accomodate all who were getting on, so he pushed ahead to secure one for himself.

-----h. Sallie and Jane went shopping Tuesday afternoon.

-----i. Sylvia talked with Helen on the telephone for twenty minutes last night.

-----j. John tripped over the rug and hurt his knee.

-----k. Katherine met her sister at the theatre at 6:30, the time they had agreed upon.

-----l. Mr. Brown drove his new car to Albany last week.

-----m. Mildred came into the market yesterday and said,"Will you please wait on me, now? My mother is in a hurry."

-----n. Judith, Phyllis, Sue, and Mary came down Main Street yesterday afternoon walking four abreast.

-----o. Virginia has four new school dresses.

-----p. Mr. Brown forgot to manicure his fingernails this morning so he did it on the subway car while riding to the office.

-----q. James gave his seat in the bus to Mr. Johnson, who is over eighty years old.

-----r. The Boy Scout Committee met at Gerald's house last night. His mother came in to speak to the boys, and when she entered they all rose.

-----s. Anna is going to spend her birthday money for a camera.

-----t. Frank and Edward are taking a five-day bicycle trip to Maine during vacation.

-----u. Sallie has been wearing her outgrown organdy party dress to school.

-----v. Mary is answering the telephone in the principal's office this week.

-----w. At recess Sam dropped his banana peel on the playground.

-----x. Walter went fishing Saturday and caught several large trout.

-----y. Frank is usually half-way down the classroom aisle on his way to the door when the dismissal bell rings.

-----z. Virginia has a habit of waving her hand in the air when any pupil makes a mistake or hesitates.

-----aa. Every noon before James leaves the room he takes all

wastepaper from his desk and puts it into the basket.

-----bb. Miss Swanson is planting a larger flower garden this summer.

-----cc. Walter borrowed a pencil that he saw on Edward's desk.

-----dd. Edward takes off his cap when he enters the building, though he has a long walk down the corridor to his locker.

-----ee. Anna had a coughing attack during Assembly so she left the hall during the program.

-----ff. Jane and Mildred talked most of the time that Walter was playing his violin solo.

-----gg. Mildred's family had a picnic at Scituate, Sunday.

-----hh. Helen borrowed Mary's comb and some bobby-pins from Jane.

-----ii. Herbert knows I do not like to see anyone chewing gum, so when he came into the room he took his gum out of his mouth and put it under his chair seat.

-----jj. Old Mrs. Jacobs got into the crowded bus. James was sitting near the door, but he was too tired from playing football to give up his seat.

-----kk. Sam's mother is entertaining the bridge club this afternoon.

-----ll. Helen and Jane are making costumes to wear to the masquerade.

-----mm. Miss Swanson stopped to speak to Alice and her chums yesterday. Alice did not introduce her friends to Miss Swanson.

-----nn. Miss Fall is leaving Friday night to spend her vacation in Colorado.

-----oo. I had an appointment with Walter for 2:30, to help him with his arithmetic. He came at 3:00.

-----pp. Frank has a new pencil box with a compass and drawing instruments in it.

-----qq. Virginia ran around the corner and down the corridor. At the corner she bumped into Edward. She said, "Oops!", and went along her way.

-----rr. Frank met his mother on the street and doffed his cap to her.

-----ss. Walter's family are going to move to Pittsfield this summer.

-----tt. Celia Adams, a new pupil from Hillside, entered our school today. Jane showed her where to hang her coat and hat, and then introduced her to her home-room teacher.

-----uu. Miss Fall asked John to bring her the blackboard eraser. He said, "Yes," and went to get it.

-----vv. Mildred is embroidering a towel for her mother's birthday present.

-----ww. Edward's chair broke and he landed in a heap on the floor. Everyone laughed.

-----xx. Mary was late getting to school this morning. She could not find a convenient hook for her coat and hat so she put them over Jane's.

-----yy. After the play last night Mr. Savory helped his wife put on her coat.

-----zz. It began to rain yesterday afternoon while Mrs. Swanson's clothes were drying, so Edward ran out to take them in.

Pre-Test Key

1. c.

2. a.

3. d.

4. b.

5. a.

6. b.

7.

--X--a.	--C--r.	--X--ii.	
--X--b.	-***-s.	--X--jj.	
--X--c.	-***-t.	-***-kk.	
--X--d.	--X--u.	-***-ll.	
-***-e.	-***-v.	--X--mm.	
--C--f.	--X--w.	-***-nn.	
--X--g.	-***-x.	--X--oo.	
-***-h.	--X--y.	-***-pp.	
--X--i.	--X--z.	--X--qq.	
-***-j.	--C--aa.	--C--rr.	
--C--k.	-***-bb.	***-ss.	
-***-l.	--X--cc.	--C--tt.	
--X--m.	--C--dd.	--X--uu.	
--X--n.	--C--ee.	-***-vv.	
-***-o.	--X--ff.	--X--ww.	
--X--p.	-***-gg.	--X--xx.	
--C--q.	--X--hh.	--C--yy.	--C--zz

C. Activities for Laboratory Work 1/

1. (Finish these activities and then go on to group 2. File all written papers and question answers in your notebook.)

a. Divide yourselves into four groups for discussion and dramatizations. Each group is to select a chairman who will be in charge at group meetings. This first day each group will divide again into committees. Each committee is to decide upon one of the following subjects for a discussion: Telephone Manners, Classroom Manners, Movie Manners, and Public Manners. As you talk about the following questions make notes: What have you seen other people do in your situation that you thought showed poor manners? What have you seen them do that showed good manners? What do you think the term good manners means? Do you think a boy who shows good manners is a"sissy"?

b. Look up the subject being discussed by your committee in one of the reference books. Make a list of don'ts to apply to that situation.

c. Change the subject of discussion in your committee and once again decide what is good manners and what is bad manners in your new situation. Again look up the situation in the reference books and make out a list of don'ts.

d. Write five questions on manners that you would like to have answered. Surely there are five points on which

1/ These activities are mimeographed and given to the pupils.

you are not quite clear just what to do. Cut these questions apart and put them in the box on the table. You need not sign your name to them. We will try to answer these during a class discussion period. (Individual work)

e. Write a paragraph or two on courtesy to visitors in the school. (Individual work. Use self-help questions for writing papers.)

f. Prepare a dramatization of your two subjects of discussion in committee meetings. Every pupil should have a part in these two skits. (We will present them in class meeting.)

g. Read the material in at least one of the reference books on the two subjects that your committee did not discuss.

h. Notice some breach of good manners in the situations that we are studying. Be ready to report on these in your large group. Do <u>not</u> tell who the offender was: do <u>not</u> choose an offense committed by a classmate; but do tell what you think would have been correct under the circumstances. Be brief, be interesting. The group will vote for three people who will present their situations to the entire class.

i. Prepare for a class discussion on introductions. Read in reference books and write out forms for the following introductions: (Individual work)

1) Introduce your mother and then your father

to the music teacher.

2) Introduce a friend of yours (a boy) to your aunt.

3) Do Problem 1 in 9:22.

2. (When you finish these activities you may do some of the optional activities in the file on the teacher's desk.)1/

a. (Do one of these)

1) Write out a plan for improving the manners in our lunchroom or in the corridors.

2) Theme subjects: I'll Never Borrow Again
When Bad Manners Made Their Owner Ashamed

b. Bring in five pictures showing good manners in the situations we are studying.

c. Be ready to discuss this statement in class: The whole subject of manners can be summed up in the Golden Rule.

1/ Give mimeographed sheet for group 2 only to pupils who finish group 1.

Readings

1. Badt, Ernestine Louise - Good Manners for Boys and Girls.(S.L.) (P.L.) j395B13

2. Barbour, Ralph Henry - Good Manners for Boys.(P.L.)

3. Braddy, Nella - Young Folks' Encyclopedia of Etiquette. (P.L.) j395B79

4. Dewey, Mrs. Julia M. - Lessons on Manners.(P.L.) j395D51

5. Dunlea, Nancy - The Courtesy Book.(PL.) j395D92

6. Irwin, Inez Haynes - Good Manners for Girls.(P.L.)

7. Pierce, Beatrice - It's More Fun When You Know the Rules. (S.L.) Teacher's copy (P.L.) j395P61

8. Skinner, Charles Edward - Good Manners for Young Americans. (P.L.) j395S62

9. South Philadelphia High School for Girls - Everyday Manners for American Boys and Girls.(S.L.) (C.) Ten copies (P.L.) j395S52

Sub-Deb Page for Girls - Ladies' Home Journal in file under "Manners"

D. Optional Activities

1. Make a poster on Good Manners.(see your art teacher)

2. Draw a series of silhouettes like those in Everyday Manners, showing some pictures of good manners instead of poor manners. (See your art teacher)

3. Write a play on good and bad manners.

4. Write a paper on Lord Chesterfield and his manners.

5. Make a chart showing Washington's list of manners.

6. What adages did Benjamin Franklin write about manners?

7. Make a collection of saying on manners.

8. Make a collection of poems on manners.

E. Classroom Meetings and discussions

1. Discussion of questions from the box. (Two periods)

2. Dramatization of group subjects.(Three periods)

3. Discussion of correct introductions.(One period)

4. Final summaries and questions. (One period)

5. Mastery test.(One period)

F. Mastery Test [1]

1. Select a companion to dramatize a telephone conversation with you. One person is to be the housewife ordering the daily provisions and the other is to be the grocer's boy.

2. Select a companion to dramatize a telephone conversation with you. Mrs. Drake is calling your mother (who is not at home) to tell her that the Art Committee of the Woman's Club will meet at the clubhouse at 3:00 p.m. next Wednesday. You answer the telephone and take the message.

3. You are calling Jane Lindsay to tell her that you cannot come to her house this evening as you had planned. You get the wrong number and have to call again.

4. Western Union is calling your father on the telephone to deliver the following telegram: "Unable to come Sunday. Will arrive Monday. Meet 4:47 train. Betsy." (Your father is not at home so you take the message.)

5. You have been absent from school today so you call Sallie Jones to ask her what the arithmetic assignment will be for tomorrow.

6. Introduce your father to the principal of the school.

7. Introduce your mother to the principal of the school.

8. Introduce Mr. Hale to your brother, who is much older than Mr. Hale.

1/ These items are to placed on slips and drawn from a box. Then the action called for is presented before the class. The class is to note any errors on paper.

10. Introduce two of your friends (one a girl and one a boy) to your mother.

11.Buy a yard of cloth from a clerk in the department store. Be particular about the price, the color, and the grade of material.

12. Write a list of at least seven things not to do at the movies on the blackboard.

13. What should you do when the following people get into the crowded bus that you are in? (Your seat is near the door.)

Mr. Alger, a man about thirty. You know him well.

Mrs. Simpson and her baby. They leave very soon.

Mr. Ray, a very old man, gets on at the next stop. He rides a short distance then he, too, leaves.

Mary Ware, a classmate, gets on at the next stop, and seeing no vacant seat stands by the door.

This question is for a boy. Dramatize this whole episode. Pick your own characters.

14. Write a list of five don'ts for telephone conversation on the blackboard.

15. You meet Jack Stall, a classmate, with his mother. You speak to him a moment to ask him when the next baseball practice is to be held. Dramatize this.

16. Meet two girls in your class on the street and walk with them to the next corner. (for a boy)

17. Write a list on the blackboard of the things that are not good manners in the classroom. (At least ten important items.)

18. Put in a telephone call for the fire department.

19. Put in a telephone call for the police department.

20. (For a girl) You have ordered your groceries in time for lunch, but it is getting late and they have not arrived from the market. Put in a telephone call to find what the trouble is.

21. You have seen an advertisement of a sale of raincoats in your local department store. You are unable to go the store to see them, yourself. Telephone your inquiries.

22. The new milkman on your route has not left any milk at your house for three mornings. Telephone your complaints.

CHAPTER IX

The Unit

Everyone should know how to get the important facts from a good newspaper in the shortest possible time.[1]

The Delimitation

To read some newspapers is merely a waste of time, because the news is sensational, not based on fact, biased, and does not serve the purpose of giving us an accurate picture of daily happenings.

We should always keep a critical attitude toward the news we read. If possible we should check one paper against another to see whether the stories agree.

Magazines and books should be a part of everyone's reading, therefore we should not spend too much time reading the newspaper.

A paper that constantly features sensational news has a damaging effect on its readers.

Reading the same newspaper day in and day out, year after year, does not give us a broad outlook on current affairs. We are always seeing events through the same eyes.

1/Such a unit in the seventh grade is to serve only as an introduction to arouse interest and a critical attitude. This would be continued in grades eight and nine.

There is much that is interesting on the editorial page. Some editorial pages express the opinions of the owner of the paper. They are used as a means of spreading propaganda.

A good newspaper does not take sides in international affairs, or on questions of religion or politics. A good newspaper presents its news without comment.

All material in the papers is not news. Articles of special interest to business men, sportsmen, housewives, and children are included. Human interest stories are printed to make the paper more enjoyable.

The Unit Assignment

Tentative Time Table

About three weeks. Divided into one week of laboratory work and two weeks of class discussion.

A. Introduction of the Unit

Class discussion of the value and purpose of the newspaper.

B. Pre-Test [1] (You will not be marked on this test)

1. In the following list of newspapers put a cross (X) before the ones which your family read. Put a check (✓) before the ones which you read. (If you do not read any paper skip this part of the question and also questions 2 and 3.)

----------Boston Advertiser

----------Boston American

----------Boston Globe

----------Boston Post

----------Boston Herald

----------Boston Evening Record

----------Boston Transcript

----------Boston Traveller

----------Christian Science Monitor

---------- Local Paper

---------- New York Herald Tribune

---------- New York Times

1/ This test will be mimeographed and given to the pupils.

2. In the following list of newspaper material put a cross before items that you read.

-----advertisements	-----gardening notes	-----short story
-----book reviews	-----headlines	-----society notes
-----cartoons	-----jokes	-----sport pages
-----church notes	-----murder news	-----travel pages
-----continued story	-----outdoor notes	-----weather report
-----current news	-----picture pages	-----women's page
-----editorials	-----radio section	
-----financial page	-----school notes	

3. Place a (#) before items in list 2 that <u>you</u> enjoy.

4. Does your family almost always read the same papers every day?

5. Do you have at least one newspaper in your home every day?

6. Which cartoon do you enjoy most?

7. In which paper is it printed?

C. <u>Activities for Laboratory Work</u> 1/

1. (Finish these activities and then go on to group 2. File all written papers and question answers in your note-book)

a. Compare the news that is headlined in four

1/ These activities will be mimeographed and given to the pupils.

different papers. What type of material is found on the front page?

b. Copy three headlines that you think would appeal to the sensation-seeking person.

c. Copy three headlines that would attract a thinking person seeking for genuine news.

d. Is foreign news given a prominent place in the headlines? Is it ever? Under what circumstances?

e. Where did the local paper place news that was headlined in the morning editions?

f. Compare the front pages of at least three papers. Make a list of the type of material found on each. Example: kidnapping, air race, golf tournament, steel strike, new college building.

g. Are any of the articles worth reading beyond the sub-heads? (The headings in smaller type under a larger type heading) Choose one story appearing in all of the three papers and compare the methods of presenting it. Do they sound accurate? Are they based on fact? Do they play up the sensational? Are they biased?

h. We will try to visit the local paper's plant some afternoon next week. Write a letter asking which day the paper prefers visitors. (The best letter will be sent.)

i. What is the policy of these papers in regard to

religious articles? Are all sects and creeds reported? Are their activities reported without comment?

j. Do sports articles feature amateurs as well as professionals? Are they interesting? Do they favor one side? Do the writers of the articles seem to know their jobs? Could anyone who did not know the rules and the language of the game understand these articles?

k. The local paper is offering cash prizes for the best stories written by a school pupil about his visit to the plant. If you would like to compete for these prizes make an outline of your paper and then see the teacher. Write your story based on this corrected outline. Be careful of paragraphing, grammar, and spelling. Be clear! Be Correct! Be Interesting! (Use your self-help questions for writing papers.)

l. Do you think there is sufficient material in the newspapers to provide enough reading for the average person? Prepare to discuss this question in class.

m. Compare the editorial pages of at least three papers. What type of material is found here? Is it about the same in all papers? What subjects are used for editorials? Are they important subjects? Which editorials would influence public opinion? Do letters from the public express varying viewpoints?

n. What famous columnists write for the papers

that we are studying?

o. What special features do you find in these papers? Find out whether your friends and relatives enjoy these features.

p. Compare the cartoons in at least three papers. Can you understand these without being a regular reader? Do they really show humorous situations or are they a continued story told in pictures? Are any of the strips educational? Notice the cartoons on everyday news and affairs in other parts of the paper. Bring to class any that you thought were especially clever. We will post these on the bulletin board.

2. (When you finish these activities you may do some of the optional activities in the file on the teacher's desk.)

a. Who puts the paper into its final form and decides that this story goes there and that here? (See New York Times pamphlet)

b. What pages are printed last?

c. Do you think that the ordinary person could be changed from his own newspaper? Prepare for class discussion on this.

d. How long do you think one should spend at his newspaper reading each day? Notice other people as they read and then time them. Prepare for class discussion.

e. What is news? (See the dictionary and then what the city newspapers consider news.)

f. What happens when an especially good story "breaks" in the late night hours?

g. What are press associations? Name three used by the Boston papers. What is syndicated material?

h. What are special correspondents? Staff corre - spondents? Free lances?

i. Write a description of one of the following: News room, Composing room, Stereotyping department, Press Department, Circulation Department.

j. What is a tabloid? To what class of people does it appeal?

Note: If it is possible for you to bring your own copy of a paper each day during the study of this unit will you please do so. There will be some available here, but more will be appreciated.

Guide Sheet for Visit

to Newspaper Plant

1. What is the purpose of the linotyping machine?
2. What is a matrix?
3. What is the job of the stereotypers?
4. What work does the printing press accomplish?
5. What are the duties of the circulation department?
6. What does "pi" the type mean?
7. Does the paper censor its advertising?
8. What is the circulation of the paper?
9. What news is considered most important?
10. What is the "morgue"?
11. What is a "cut"?

Readings

Compton's Pictured Encyclopedia, pp. 104 - 109 (P.L.)

News, The Story of How It Is Gathered and Printed (Pamphlet prepared by the New York Times) Several copies in the file under "Newspapers".

Otto, William N. - Journalism for High Schools, Chapters Two and Three. (C.)

"The Story in a Newspaper" - Wonder Book of Knowledge, pp. 172 - 180 (P.L.)

World Book Encyclopedia - "The Story of Newspapers" pp. 4953 - 4956. Historical material 4956 - 4958.

At least four city newspapers and the local paper each day.

D. Optional Activities

1. Find out about the control of the news held by William Randolph Hearst. Make an oral report to the class.

2. Who have been leaders in the newspaper world? Tell something about the work of each man. (See World Book Encyclopedia)

3. Find out something about the leading cartoonists of the day.

4. See if you can find the story about Thomas Nast and the influence his cartoons had in breaking up the Tweed Ring. (A political machine)

5. Draw a vertical section of the local newspaper plant showing what happens on each floor.

6. Compare one copy of newspapers of 1800, 1850, and

1900 with those of 1937. How do they differ as to type of material printed? Position of material? Cuts? Special Departments? Editorials? Headlines? Prepare to talk about this comparison before the class.

7. Try writing at least two of the following school events in newspaper style for our school paper : the stamp club exhibit, last Saturday's game, the operetta, last week's assembly, the book club exhibit.

E. Class Meetings and Discussions

After study of the front page - two days

After study of the editorial page - one day

Discussion of the guide sheet to the local paper - about one-half period

After visiting the local paper - one day

After study of special pages - two days

After study of cartoons - one day

Final summaries and reports - two days

F. Mastery Test [1]

1. Bulletin Number 1 - Front Page

Before each of the following place the number, or numbers, of the papers that are described in the list.

a. ---------- Headlines sensational

b. ---------- Headlines of national interest

c. ---------- Headlines of local interest

d. ---------- Human interest items

e. ---------- Large "scare heads"

f. ---------- Foreign News

g. ---------- Feature article on murder, robbery or kidnapping

h. ---------- Feature article divorce scandal

i. ---------- Feature article foreign news

j. ---------- Feature article educational

k. ---------- Feature article national news

l. ---------- Most attractive front page

m. ---------- Most valuable front page for average busy reader

n. ---------- Pictures clear and good

o. ---------- Pictures poor and of little value

p. ---------- Meant to attract sensation-seeking reader

q. ---------- Meant to attract reader of little intelligence

1/ This test consists of four bulletin displays of papers issued on the same day. (These have been studied by the class.) The names are removed, and the papers numbered. The articles are lettered. This check list will be mimeographed and given to the pupils.

2. Bulletin Number 2 - Editorial Page

a. ---------- Has at least one important editorial

b. ---------- Has worthwhile editorials on national affairs

c. ---------- Has worthwhile editorials on local affairs

d. ---------- One sided political views in editorials

e. ---------- Editorials on unimportant subjects

f. ---------- Worthwhile letters from public

g. ---------- Trivial letters from public

h. ---------- Interesting short comments

i. ---------- Uninteresting comments

j. ---------- A cartoon of national interest

k. ---------- A cartoon on an amusing subject

l. ---------- Cartoon of little value or interest

m. ---------- Special articles on interesting subjects

n. ---------- Most interesting editorial

o. ---------- Most important editorial

p. ---------- Editorial that would influence public opinion

3. Bulletin Number 3 - Sports Page

a. ---------- Racing news predominates

b. ---------- More news of professional sport than amateur

c. ---------- Covers widest range of sports

d. ---------- Covers narrow field of sports

e. ---------- Pictures clear

f. ---------- Pictures not good

g. ---------- Events fairly reported without favoritism

4. Bulletin Number 4 - Cartoons

a. ---------- Continued story told in pictures

b. ---------- Everyday happenings amusing to all

c. ---------- Really clever cartoons

d. ---------- Cartoons not funny

e. ---------- Well-drawn as far as you can judge

f. ---------- Poorly drawn

g. ---------- Poor English used by characters

5. Underline the expression that best describes the pages in our local paper

1. Editorials - Impartial(fair to all sides), favors one side, owner's opinion, editor's or sub-editor's opinion
2. Politics -(local) - Impartial, one sided, owner's opinion
3. Religion - Impartial, with comment, without comment
4. Government (national) - Impartial, favors Republicans, favors Democrats
5. News - Without comment, with comment, sensational, tries for facts, conservative
6. Sports - Impartial, amateur favored, professional favored, overemphasis on horse-racing
7. General - Influence on readers good, influence bad

CHAPTER X

The Unit

Magazines are intended more for enjoyment that newspapers. They should be a part of everyone's reading program.

The Delimitation

Some magazines are issued weekly and are intended as short summaries of the week's news. Most of these are especially valuable to the busy person as they give him a short digest of current events.

Other magazines are published monthly. Some of the best literature of the times is being published in magazine form.

Many magazines are not worth the paper upon which they are printed. Stories and articles in these magazines present warped pictures of life and biased, sensational, and untrue material. Such a magazine is a waste of the reader's time.

There are many splendid magazines devoted to hobbies. We can learn more about our hobbies if we read these regularly.

While magazines are an essential part of our reading we must not spend all of our time with this form of liter-

ature. Books must have their place on our reading list, too.

We should have at least a speaking acquaintance with the best magazines on travel, sports, current events, hobbies, fiction, and home and garden.

Suggested Basic Materials

Loan collections of magazines from parents and other teachers, to be discussed and critically compared.

American Boy
American Girl
Boy's Life
Child Life
Popular Mechanics
Our Dumb Animals
Scholastic
St. Nicholas
Cosmopolitan
Red Book
Harper's
Atlantic Monthly
Fortune
Scientific American
Science and Invention
National Geographic
Travel
Asia
Literary Digest
Time
Photoplay
Silver Screen
Motion Picture
Screenland
Picture Play
Reader's Digest
Musician
Etude
Look
Life
Ballyhoo

Others according to the tastes of the children and the magazines read in the homes.

CHAPTER XI

The Unit

Everyone should have a feeling of pride in his own country. If patriotism can be displayed in some constructive manner it is of more value.1/

The Delimitation

We, as Americans, should know something of the struggles and the ambitions of the people of the past who have made this country what it is today.

From literature, as well as history, we can learn much about the various sections of America. Stories about the exploration, settlement, and industry of America are as exciting as tales of knights and dragons.

Patriotism can best be shown today by striving to live as a good citizen. Saluting the flag, and cheering and singing do not necessarily make good patriots.

Sometimes countries, like people, do not do the right things. Does our patriotism call for defending our country when we feel she is wrong? Our motto may well be "Our country, may she always be right!"

1/ This unit might well be divided into two sections - a unit on patriotism and one giving an understanding of America.

Suggested Basic Materials

Allee, Marjorie Hill - Judith Lankester.(fiction)

Bates, Katherine - "America the Beautiful". Huffard, Carlisle, and Ferris - My Poetry Book, p. 363. Lieberman, Poetry for Junior High School. Book One, p. 34.

Beecher, Henry Ward - "The American Flag". Elson and Keck - Junior High School Literature. Book One, p. 572.

Boni and Liverright (publishers) These United States.(a collection of 27 authors).

Clark, Imogen - Old Days and Old Ways.

Drake, Joseph Rodman - "The American Flag" (poem)

Eggleston, Edward - Stories of Great Americans.

Garland, Hamlin - Boy Life on the Prairie.(fiction)

Hale, Edward Everett - "The Man Without a Country". Bolenius - Literature in the Junior High School. Book One, p. 542.

Hawthorne, Nathaniel - Grandfather's Chair.

_____ The Great Stone Face.

Hemans, Felicia D. -"Landing of the Pilgrim Fathers in New England" (poem)

Krapp, George Phillip - America, the Great Adventure.

Lieberman, Elias - "I Am an American". Lyman and Hill - Literature and Living. Book One, p. 461.

Longfellow, Henry W. - "The Republic" from the"Building of the Ship".

Marshall, Logan - Seeing America.(reference book)

Meader, Stephen - Down the Big River.(fiction)

Meeker, Ezra - Ox-team Days on the Oregon Trail.

Minnigerode, Meade - Seven Wonders of the United States.

Morris, Anne - Digging in the Southwest .

Morrow, Honore Willsie - On to Oregon!(fiction)

Peck, Anne Miriam - Roundabout America .

Pitkin and Hughes - Seeing America .

Russell, Isaac K. and Driggs, Howard R. - Hidden Heroes of the Rockies.

Sanchez, Nellie - Stories of the States .

Street, Julian - American Adventures .

Twain, Mark - Roughing It. (fiction)

_____ Life on the Mississippi . (fiction)

Van Dyke, Henry - "America for Me".Huffard, Carlisle, and Ferris - My Poetry Book, p. 403. Lieberman - Poetry for the Junior High School, Book One, p. 33.

CHAPTER XII

The Unit

Most people miss half of the beauty in Nature because they do not see the loveliness in such common things as the weather, trees, stones, flowers, brooks, and stars.[1]

The Delimitation

We can also get impressions of Nature through our senses of smell, hearing, and feeling.

The poets show us how many of the beauties of Nature escape us.

Many charming nature descriptions are also written in prose. Poetic thoughts can often be expressed in prose.

Poetic license allows the poet to draw upon his imagination and ours to make beautiful "word-pictures".

1/ As there is no nature study taught in this school, a small amount is included in the unit.
This unit would be repeated in the eighth grade with special emphasis on birds, and again in the ninth grade with emphasis on the sea.

The Unit Assignment

Tentative Time Table

About four weeks, divided into three weeks of laboratory work and one week of class discussions and summaries.

A. Introduction of the Unit

1. Reading by the teacher from selections in Walden, Henry D. Thoreau; Leaf and Tendril, John Burroughs; "The Water Ouzel", poem p. 280 Literature in the Junior High School Bolenius, Book Two; and the prose selection, same title, same volume, p. 281 - 283.

2. If possible a nature walk. Class divided into competing groups to see which group can find the most signs of spring.

B. Explanation and discussion of the mimepgraphed portions of the unit assignment sheet.

C. Activities for Laboratory Work 1/

1. Finish these activities and then go on to group 2. File all written papers and question answers in your notebooks.

a. We are going to play a word game. The class will be divided into six groups. Each group will be given ten minutes to write down the sounds that tell us spring is here. The same time will be allowed for winter, autumn, and summer sounds. Of course the group that gets the most correct and unusual ones wins the game.

b. For an outside assignment repeat the same game

1/ These activities will be mimeographed and given to the pupuls.

using odors instead of sounds. This time the scores will be individual.

c. What is a synonym? Find the word in the dictionary. Read your text p. 60. What synonyms would you name for the following words:

Beautiful Eat Said?

Do the exercise on p. 61 of your text, using more accurate words. Then do the exercise on p. 127.

d. (Do not do this until the entire class has had a lesson on poetry.)

Read at least five of the flower poems listed at the end of this unit assignment sheet. Compare each poem with the others you read. Which shows the best understanding and description? What did the poet have in mind when he wrote the poem? If there are any questions about the poem in the book you read be sure that you can answer them.

Learn the flower poem that you think most beautiful. (Use the suggestions for memorizing a poem in your notebook.)

e. Choose somemember of the class to plan a conversation with you on some subject like the following: I like summer better than winter. (Each person defends his favorite season.) Two boys are planning a hiking trip. Two girls are planning to plant a garden. (We will present these conversations during class discussions. Make notes.)

f. We know that Spanish moss, palms, and orange blossoms suggest the sunny south to us. What things in nature mean New England to you? See who can make the longest list.

g. Write a paragraph or two on some subject like the following: The First Spring Flower, My Garden Last Year, The Tree's Secret, My Garden Plans, Watch that Sunset!, Why Trees are a Blessing, Picnicking in the Rain, Out in the Storm, How to Tell a Toadstool from a Mushroom, Spring Comes to the City, Nature's Signposts for the Lost.

h. Read at least three poems on the reading list. Omit flower poems this time.

i. Learn one of the poems that appeals to you. (Use your directions for memorizing a poem.)

j. Read your text p. 176 on learning how to observe. Write as many words as possible to describe: 1. moving water, as in a river or a brook, 2. the rain, 3. the wind.

k. Bring in two other nature poems that were not mentioned in this unit and prepare to read them to the class. If they meet with class approval we will add them to our anthology. (When you are reading poetry aloud watch the punctuation marks. Do not stop at the ends of lines where there are no marks.)

2. (When you finish these activities you may do some of the optional activities in the file on the teacher's desk.)1/

a. Write an imaginary story about how some certain flower became the shape or color that it is. (Jack-in-the-Pulpit, Lady's Slipper, Tiger Lily, Four-o-Clock or a Daisy are just suggestions.) Use your self-help questions for written papers before you copy yours.

b. Make a list of some common things that grow in each season: (Use reference books if you wish)

Spring	Summer	Autumn	Winter
violet	daisy	gentian	?

c. Continue the vocabulary work by writing as many words as possible to describe: a climbing rose, still water, and things that are red. (coral maroon, and many other words.)

d. Read one of the prose selections named in this unit. Do you like nature better as described in prose or in poetry? Can prose contain poetic thoughts?

e. Look over the copies of Nature Magazine on the library table. Is this a child's magazine? Do you enjoy the pictures? Summarize in a few sentences one article that you liked.

1/ Give mimeographed sheets for group 2 only to those pupils who finish group 1.

How to Memorize a Poem [1]

1. Read it through to understand it. Use your dictionary. Try to see the pictures that the poet is describing.
2. Read the poem aloud to get the rhythm of it, and to express the feeling in it.
3. Make a simple outline of the poem and memorize it in order of events.
4. Notice whether the first and third lines rhyme or the second and fourth; or whether it is the first and second and the third and fourth that rhyme. Perhaps there will not be any rhyming scheme in some of the more modern verses.
5. Read the poem again, and then close your book and see how much of it you can recite. When it is necessary look again to see what you cannot recall. Do not memorize one stanza at a time. Recall the thought of the whole. Say the poem in this way a number of times until you do not have to open your book at all. As you are reciting try to see the poet's pictures, and feel what he felt when he wrote the poem. This will help you to remember his words.
6. During the next three or four days recite the poem once in a while. Then recite it at longer intervals.

1/ Adapted from J.C. Tressler and Marguerite B. Shelmadine, Junior English in Action. Boston: D.C. Heath and Company, 1933. Book One, p.147.

Blessing on the Woods

Blest be our woods of hemlock, maple, pine,
Balsam and birch, dear Lord, our woods and Thine!
Blest be their bubbling springs, their rippled lakes,
Their ponds and every laughing brook that makes
Rainbows and foam and crystal home for trout;
Blessed be the trails that wander in and out
Among grey boulders drowned in soft green seas
Of velvet moss! Oh, blest be all of these!

Blessed be the woods and they that dwell therein:
The scolding squirrel and his gentler kin,
The friendly chipmunk and the timid hare;
Blest be the graceful mink, the shambling bear,
The beaver on his dam, the drumming grouse
The hawk that loves the sky, the white-foot mouse,
The antlered buck that paces, proud and tall,
With doe and dappled fawn, blest be they all!

Lord, bless the woods for perfect loveliness,
For balm that heals the soul in care and stress!
Keep them forever fragrant, cool, and sweet!
From thunderbolt and flame, from gale and sleet,
From avalanche, from torrent, drought, and blight,
From all that is unclean, from ruthless might
That gives to desolation, valley, glen
And mountainside, God bless our woods! Amen.

Arthur Guiterman

Bulbs

The little brown bulbs went to sleep in the ground,
In their little brown nighties they slept very sound;
And Winter he raged and he roared overhead,
But never a bulb turned over in bed.

But when Spring came tiptoeing over the lea,
Her finger on lip, just as still as could be,
The little brown bulbs at the very first tread,
All split up their nighties and jumped out of bed.

Author unknown

Morning

Will there really be a morning?
Is there such a thing as day?
Could I see it from the mountains
If I were as tall as they?

Has it feet like water-lilies?
Has it feathers like a bird?
Is it brought from famous countries
Of which I have never heard?

Oh, some scholar! Oh, some sailor!
Oh, some wise man from the skies!
Please to tell a little pilgrim
Where the place called morning lies!

Emily Dickinson

Snow

It sifts from leaden sieves,
It powders all the wood,
It fills with alabaster wool
The wrinkles of the road.

It makes an even face
Of mountain and of plain, -
Unbroken forehead from the east
Unto the east again.

It reaches to the fence
It wraps it rail by rail,
Till it is lost in fleeces;
It flings a crystal veil.

On stump and stack and stem, -
The summer's empty room,
Acres of seams where harvests were,
Recordless but for them.

It ruffles wrists of posts,
As ankles of a queen, -
Then stills its artisans like ghosts,
Denying they have been.

Emily Dickinson

Readings

List 1 - Prose

Allen, James Lane - "Nature's Spring Housecleaning" (9:268)

Burroughs, John - Leaf and Tendril . (Teacher's copy)

Mills, Enoch A. - Story of a Thousand Year Pine .(P.L.) (S.L.)

Parker, Bertha M. and Cowles, Henry C. - "Foreign Plants in the United States" (I:I47)

Thoreau, Henry David - "Sounds" and"The Beanfield" from Walden . (Teacher's copy) (P.L.)

Twain, Mark - "New England Weather" (4:557)

List 2 - Poetry

Abbey, Henry - "What Do We Plant?"(10:569) (7:269)

Bryant, William Cullen - "The Death of the Flowers" from Bryant's Complete Poems .(P.L.) j811B91 Do you feel this way about autumn? What is the poet comparing it to?

Bunner, Henry Cutler - "The Heart of the Tree" (10:569)

Carmen, Bliss - "An April Morning" (8:75) questions 2 and 3

de la Mare, Walter - "Silver" (1:58)

Dickinson, Emily - "Morning" (with this unit)

_____ "Snow" (with this unit)

Emerson, Ralph Waldo - "The Snowstorm" (1:514)

Frost, Robert - "Birches" (1:76)

Guiterman, Arthur - "Blessing on the Woods" (with this unit) Is this poem in the same style as others by this poet that you have met?

Larcom, Lucy - "A Strip of Blue" (2:276)

Lowell, Amy - "Fringed Gentians" (7:262)

Readings

List 2. Poetry(continued)

Loveman, Robert - "Rain Song" (1:101) (7:252)

MIllay, Edna St. Vincent - "End of Summer" (1:58)

Southey, Robert - "How the Water Comes Down at Lodore" pamphlet in file under "Nature".

Tennyson, Alfred - "The Brook" (7:293)

Thaxter, Celia - "Jack Frost" (1:74)

Van Dyke, Henry - "The Foolish Fir Tree" (9:599)

_____ "When Tulips Bloom"(8:71) questions 1,2,4.

Whittier, John Greenleaf - Introduction to "Snowbound" (2:235)

_____ "The Trailing Arbutus" (1:87)

Wylie, Eleanor - "Velvet Shoes" (7:324)

Wordsworth, William - "Daffodils" (9:302) (3:59) (8:74) (15:85) (7:252) What is the central thought of the poem?

Flower poems - (3:58 - 64) (7:245 - 264)

Tree poems -(10:570) (7:267 - 281)

Seasonal poems - (7:285 - 324)

List 3 - Reference books

1. Bolenius, Emma Miller - Literature in the Junior High School, Book One. (C.) Ten copies

2. The same, Book Two. (C.) Ten copies

3. Elson, William H. and Keck, Christine M. Junior High School Literature, Book One. (C.) Ten copies

4. The same, Book Two.(C.) Ten copies

5. Fazżini, Lillian Davis - Butterflies of America. Racine, Wisconsin: Whitman Publishing Company, 1934. Teacher's copy. (from ten cent store)

List 3 - Reference books (continued)

6. Harvey, Jane - Wild Flowers of America . Racine, Wisconsin: Whitman Publishing Company, 1934. Teacher's copy (from ten cent store.

7. Huffard, Grace Thompson; Carlisle, Laura Mae; and Ferris, Helen (selectors) - My Poetry Book.(S.L.)

8. Lieberman, Elias - Poetry for Junior High School, Book One. (C.) Ten copies.

9. Lyman, Rollo L. and Hill, Howard C. - Literature and Living, Book One. Revised Edition (C.) Textbook

10. The same, Book Two (C.) Ten copies

11. Mathews, Ferdinand - Book of Wild Flowers for Young People. (S.L.)

12. National Geographic Magazine (C.)
29:584-609 (June, 1916)"Common American Wild Flowers"
31:481-517 (June, 1917)"Our State Flowers"
42:35-59 (July, 1922)"Midsummer Wild Flowers"
45:581-646 (June, 1924) "Exploring the Mysteries of Plant Life"
48:44-75 (July, 1925) "Pages from the Floral Life of America."

13. Nature Library.- Wild Flowers - Blanchan, Neltje (P.L.)
j580D72w
Trees - Rogers, Julia Ellen (P.L.)
j582p72tr

14. Peattie, Donald Culross - Trees of North America. Racine, Wisconsin: Whitman Publishing Company, 1934. Teacher's copy (from ten cent store)

15.Thacher, Lucy - The Listening Child.Teacher's copy (P.L.)
j821T36

Addenda: Free, Montague - Flowers of Winter.

Shaw, Ellen E. - Garden Flowers of Autumn , Garden Flowers of Summer, and Garden Flowers of Spring.

A collection of landscapes, tree paintings,and flower pictures by famous artists to be exhibited in the classroom during this unit.

D. Optional Activities

1. Make up a fairy story telling why the leaves turn in the autumn. (Find out first why they really do.)

2. Look up the life of one of the following naturalists and be ready to tell us what he contributed to a better understanding of nature: Luther Burbank (1:113), Henry Thoreau, John Burroughs, and John Audubon.

3. Draw the same landscape four times and then color it with crayons or paints to represent the four seasons. (see your art teacher about this.)

4. Find poems about flowers and make a notebook of them. Write two or three comments about each poem. Illustrate them if you wish.

5. Make a nature poster. (see your art teacher)

6. Write a poem describing some favorite spot of yours.

7. Find poems about the months of the year. Design a calendar using these poems. Illustrate it if you wish. (See your art teacher)

8. Make a booklet of tree poems that you like.

9. Write a poem or a prose paragraph describing your favorite tree, your favorite flower, a brook, or the stars.

10. Write a short play in which flowers or trees have the leading parts. A fairy, a goblin, or one or two humans might make the action easier. If this is a satisfactory play we will produce it for the fifth grade.

11. Find the names of the state flowers of the New England States. Find a poem about each flower, and then illustrate each poem. Assemble the whole into a booklet.

12. Prepare a program of music for the class assembly showing us how the theme of nature has appealed to the composers. Confer with your music teacher, and try to get a varied program. You may have four other members of the class to help with this activity.

13. Make a leaf print notebook. Carefully label each print, and if possible find a poem about each tree. (see your art teacher about how to make the prints.)

14. Many of our nature poems are set to music. Find several of these and either learn to sing them yourself or else ask the music teacher to let the class sing them.

15. Write a conversation that might be carried on between a sturdy old pine and a young maple who has a new fall dress.

16. Find out all you can about snowflakes. (Ask your art teacher to show you how to make snowflake designs.)

17. Make silhouettes of the common trees.

18. Visit the glass flowers at the Agassiz Museum in Cambridge, and tell the class about your visit.

19. Visit the rock exhibit in the Peabody Museum in Cambridge and tell the class about your visit. Be sure to see those that are shown under the violet ray.

20. Look up forest protection in this country.

E. Class Meetings and Discussions

1. Discussion of the nature walk (one period)
2. Comparison of lists of sounds and odors of the seasons. (one period)
3. Summaries of activities (About ten days)

F. Mastery Test [1]

1. Place a star (☆) at the left of each word in the following list that best describes a waterfall.

a. ----- mirror-like	i. ----- gushing
b. ----- bubbling	j. ----- deafening
c. ----- foaming	k.------ stagnant
d. ----- limpid	l. ----- bounding
e. ----- rushing	m. ----- creeping
f. ----- eddying	n. ----- dashing
g. ----- tumbling	o. ----- spraying
h. ----- meandering	p. ----- sparkling

2. Write five synonyms for "walk"

. Write five synonyms for "gentle"

. Place a star (☆) at the left of each word in the following list that grows in the New England states.

a. ----- cactus	c. ----- elm tree	e. ----- palm tree
b. ----- pine tree	d. ----- violet	f. ----- gentian

[1]/This test will be mimeographed and given to the pupils.

g. ----- daisy

h. ----- birch tree

i. ----- arbutus

j. ----- lime tree

k. ----- banana tree

l. ----- jack-in-the-pulpit

m. ----- Spanish moss

n. ----- dahlia

o. ----- maple tree

p. ----- prairie grass

q. ----- coffee tree

r. ----- laurel

s. ----- pawpaw

t. ----- wild rose

u. -----milkweed

4. Write the season or season when these plants blossom. Write in the space provided at the left.

Spring March, April May	Summer June, July August	Autumn September, October November
a. ----------goldenrod		i. ----------cowslip (marsh marigold.)
b. ----------dandelion		
c. ----------gentian		j. ----------buttercup
d. ----------bluets		k. ----------hepatica
e. ---------- rose		----------skunk cabbage
f. ---------- Queen Anne's Lace (Wild Carrot)		m. ---------- aster
		n. ---------- Jack-in-the-Pulpit
g. ---------- Indian Pipe		
h. ---------- violet		o. ----------Dutchmen's Breeches
		p. ----------Lady's Slipper
		q. ----------nasturtium

5. Write one of the poems that you learned for this unit.

6A. The following sentences have words omitted. These words may be found in the column on the left. Place the number found in the sentence in the parentheses where it belongs.

( ) fibers
( ) birch
( ) laurel
( ) cocoon
( ) tulip
( ) woodbine
( ) skunk cabbage
( ) wood
( ) arbutus
( ) moss
( ) mushrooms
( ) violets
( ) butterfly
( ) balsam
( ) wild rose
( ) poison ivy
( ) gentian
( ) cutworms
( ) Indian pipes
( ) earthworms
( ) pine
( ) bark

Anyone lost in the woods can locate north by the growth of (1) on the trees.

(2) is used in making rayon cloth.

(3) is the first flower of spring.

(4) is a plant having no coloring matter.

(5) is a flower that we should not pick. It has been the subject of poems by Amy Lowell and William Cullen Bryant.

(6) is our state flower.

The Tree in front of the school is a (7) tree.

One should let (8) alone unless one is very sure of the poisonous varieties.

(9) has three leaves. We should keep well away from it.

A (10) is the little house from which the (11) emerges in the spring.

We should not use (12) for Christmas decorations.

Cutting the bark from (13) trees finally kills them.

Gardeners try to kill(14) because they injure the plants.

6B. Follow the same directions as in 6A.

( ) Emily Dickinson
( ) Henry Thoreau
( ) Elinor Wylie
( ) William Cullen Bryant
( ) Henry Van Dyke
( ) John Burroughs
( ) Walter de la Mare
( ) Luther Burbank
( ) Henry W. Longfellow
( ) Arthur Guiterman
( ) John Greenleaf Whittier
( ) Mark Twain
( ) Enoch Mills
( ) William Wordsworth
( ) Ralph Waldo Emerson

(1) believes that most of us do not see the interesting things in Nature.

(2) thinks that New England weather is changeable.

(3) became expert in crossing two varieties of fruit or vegetable and producing a new variety.

(4), in the poem Daffodils, thinks about them long after they have bloomed.

(5) built a cabin on Lake Walden and lived there studying nature and writing.

(6) wrote the beautiful poem Blessings on the Woods.

(7) was famous for the study of birds.

(8) suggests that walking in the snow is like walking in velvet shoes.

(9) thought that autumn was the worst season because of the death of the flowers.

(10) in Snowbound gives a delightful picture of New England life in winter.

7. Compare the following poem and quotation. Which do you prefer? Why?

Which brings real pictures to your mind?

The Book of Snow

The new snow made the world so bright
My bedroom was unearthly white
And woke me up at half-past seven;
I dressed, and went out into heaven.

The upper edge of everything
Had turned into an angel's wing,
Feathers and flowers mixed together;
It was a starry kind of weather.

I had to keep my eyes half to,
But not so close but what I knew
All the early morning things
Done by my friends with paws and wings.

Twin fans told me clearly where
A crow had left the earth for air,
Around the spikes of splendid ice
Ran featherstitching of the mice.

In below the hemlock tree
Was trefoil of the Trinity
Where a rabbit came to ponder
The meaning of my smoke out yonder.

A summer's day, for all its sun
Never could open up to one
The book of earth like this to show
Such heavenly words upon the snow.

Robert P. Tristram Coffin

"The snow is a great tell-tale and blabs as effectively as it obliterates. I go into the woods and know all that has happened. I cross the field and if only a mouse has visited its neighbors, the fact is chronicled."

John Burroughs

7. (continued)

What does the title of the poem mean?

Explain "I dressed, and went out into heaven."

What records did the poet find in the snow?

Could one find these things in summer?

8. Read the following poem and then answer the questions below:

The Whole Duty of Berkshire Brooks

To build the trout a crystal stair;
To comb the hillside's thick green hair;
To water jewel weed and rushes;
To teach first notes to baby thrushes;
To flavor raspberry and apple
And make a whirling pool to dapple
With scattered gold of late October;
To urge wise laughter on the sober
And lend a dream to those who laugh,
To chant the beetle's epitaph,
To mirror the blue dragon-fly,
Frail airplane of a slender sky;
Over the stones to lull and leap
Herding the bubbles like white sheep;
The claims of worry to deny.
And whisper sorrow into sleep!

Grace Hazard Conkling

a. State five duties of the brook in your own words.

b. Are these real duties or just in the poet's imagination?

c. What is "scattered gold of late October"?

9. Read the following poem carefully and answer the questions below:

A Slash of Blue, a sweep of Gray
Some Scarlet patches on the way
Compose an evening sky!
A little Purple slipped between,
Some Ruby trousers hurried on,
A wave of Gold, and Bank of Day -
This just makes out the morning sky.

Emily Dickinson

a. What colors did the poet see in the morning sky?

b. What colors did she see in the evening sky?

c. In a few short sentences write a prose description of either a sunrise or a sunset that you have seen. Remember the colors that you see are the important things.

10. Explain the following poem in your own words:

(With a cocoon)

Drab habitation of whom?
Tabernacle or tomb?
Or dome of worm
Or porch of gnome,
Or some elf's catacomb?

Emily Dickinson

Mastery Test Key

1. Stars beside the following:

b. g. n.

c. i. o.

e. j. p.

f. l.

3. Stars beside the following:

b. g. n. u.

c. h. o.

d. i. r.

f. l. t.

5.

a. Summer - Autumn
b. Spring
c. Autumn
d. Spring
e. Spring-Summer
f. Summer
g. Summer
h. Summer
i. Spring
j. Spring
k. Spring
l. Spring
m. Autumn
n. Spring
o. Spring
p. Spring
q. Summer Autumn

7A. 1. moss
2. wood
3. skunk cabbage
4. Indian pipe
5. gentian
6. arbutus
7. tulip
8. mushrooms
9. poison ivy
10. cocoon
11. butterfly
12. laurel
13. birch
14. cutworms

7B. 1. John Burroughs
2. Mark Twain
3. Luther Burbank
4. William Wordsworth
5. Henry Thoreau
6. Arthur Guiterman
7. John Audubon
8. Elimor Wylie
9. W.C. Bryant
10. John G. Whittier

CHAPTER XIII

The Unit

Many of our prominent citizens who are serving this country loyally were born in other countries and came here to make their homes.

The Delimitation

America is truly the "melting pot" of the nations. From its seethings and boilings comes a fusion of the races into our future American citizens.

We had to restrict immigration to this country because the nation was becoming crowded with foreigners who were not able to care for themselves, who could not get jobs, and who were not willing to become American citizens.

It is hard for the foreigner who comes to this country. American ways are so different from any other customs in the world.

Often employers have taken advantage of the foreigner's ignorance and have mistreated him, overworked him, and underpaid him.

A number of foreigners are here for no good purpose. They should not be allowed to stay if they are not loyal to their adopted country, and are not willing to work for the

best interests of this country.

American culture, the professions, and the business world have been enriched by splendid contributions of many progressive foreigners.

Every nation in the world has added something to our lives.

Suggested Basic Materials

Books:

Antin, Mary - The Promised Land.

_____ At School in the Promised Land.

Bok, Edward - A Dutch Boy Fifty Years After .

_____ The Boy Who Followed Franklin.

Carnegie, Andrew - Autobiography.

Damrosch, Walter - My Musical Life.

Husband, Joseph - Americans by Adoption.

Pupin, Michael I. - From Immigrant to Inventor.

Riis, Jacob A. - The Making of an American.

Steiner, Edward Alfred - From Alien to Citizen.

Poems:

Carroll, Robert Emmett - "The Song of the Foreign-Born" from Lyman and Hill, Literature and Living, Book 1.

Haskin, Frederic J. - "The Immigrant Contribution", same book

Lieberman, Elias - "I Am an American", same book

Articles and Short Stories:

Beard, Annie E.S. - "The Most Useful American of His Day", from Lyman and Hill, Literature and Living, Book 1.

Selections by Edward Bok, James Francis Dwyer, George Angier Gordon, Michael Pupin, Edward Alfred Steiner, Anzia Yezierska, and Israel Zangwill from this same book.

CHAPTER XIV

The Unit

Reading stories about people who really lived is as exciting as reading fictitious adventure.

The Delimitation

By reading biography we often understand better why people do the things they do.

By reading biographies and autobiographies we meet people worth knowing.

A life of varied interests makes a person more interesting to know and to read about.

We must be sure that the biography is written by a person who knows his subject. In this type of literature as in others we find biased opinions, and untrue statements. We have to have an open mind when we read this type of literature.

Suggested Basic Materials

Allen, C.F. - David Crockett, Scout.

Baldwin, James - Four Great Americans.

Brooks, Elbridge S. - Historic Boys.

_____ Historic Girls.

Cather, K.D. - Boyhood Stories of Famous Men.

_____ Girlhood Stories of Famous Women.

Cody, William - Adventures of Buffalo Bill.

Darrow, Floyd - Builders of Empire.

Farmer, L.H. - Girl's Book of Famous Queens.

Ferris, Helen Josephine - Five Girls Who Dared.

Garland, Hamlin - Boy Life on the Prairie.

Gilbert, Ariadne - More Than Conquerors.

Grenfell, Sir Wilfred T. - Adrift on an Ice Pan.

Hagedorn, Hermann - Boy's Life of Theodore Roosevelt.

Humphrey, Grace - Heroes of Liberty.

_____ Women in American History.

Keller, Helen - The Story of My Life.

Longfellow, Henry Wadsworth - Courtship of Myles Standish.

_____ Paul Revere's Ride. (both fictitious)

Parkman, Mary Rosetta - Heroes of Today,

_____ Heroines of Service.

Roosevelt, Theodore - Theodore Roosevelt's Diaries of Boyhood and Youth.

_____ and Lodge - Hero Tales from American History.

Washington, Booker T. - Up from Slavery.

CHAPTER XV

The Unit

Myths and legends are the stories told by the people of every land to explain events that occur and things that exist. Very often we find that practically similar legends are found in several countries.1/

The Delimitation

Ancient peoples could not understand the secrets of Nature and they sought some explanation for thunder, fire, lightning, earthquakes, steam, running water, and many other natural phenomena. Stories about these things and about events in their lives slowly grew and changed as they were told from generation to generation.

Such stories were at first firmly believed, but have since become only folk-lore of those countries.

These stories were so much a part of the people that it is sometimes hard to separate them from real history.

The religion of some peoples is merely a collection of these myths.

We have all heard myths and legends about events and places in our own communities. We do not believe such tales but they are an interesting part of our knowledge.

1/To be used in some classes instead of Chapter Five, and in other classes in Grade Eight.

Suggested Basic Materials

Baker, Emilie K. - Stories of Old Greece and Rome .

_____ Stories from the Northern Myths .

Baldwin, James - Old Greek Stories .

_____ Story of Roland .

_____ Story of Siegfried .

Bulfinch, Sir Thomas - Golden Age of Myth and Legend .

Cheswick, Paul - Robin Hood .

Colum, Padraic - Children of Odin .

Cooke, Flora J. - Nature Myths and Stories .

Gayley, Charles M. - Classic Myths in English Literature and Art .

Grammaticus, Saxo - Swords of the Vikings .(retold by Julia Adams)

Guerber, H.A. - Myths of Greece and Rome .

_____ Myths of Northern Lands .

Herzberg, Max - Myths and Their Meanings .

Irving, Washington - Rip Van Winkle .

_____ Legend of Sleepy Hollow .

Judd, M.C. - Wigwam Stories .

Judson, K.B. - Myths and Legends of the Mississippi Valley .

Longfellow, Henry Wadsworth - Hiawatha .

Malory, Sir Thomas - Boy's King Arthur. (edited by Sidney Lanier)

Nixon and Roulet - Japanese Folk Stories and Fairy Tales .

Pyle, Howard - Merry Adventures of Robin Hood .

_____ The Story of the Grail .

Sentence Recognition [1]

If the following are sentences put an (S) on the line at the left. If they are not sentences put a (C) on that line.

-----1. Charles has a new watch.

-----2. Five squirming black puppies.

-----3. The drug store on Main Street.

-----4. Climbed up the steep mountain.

-----5. A sharp flash of lightning.

-----6. Susan wants to go to the circus.

-----7. On a log near the tent.

-----8. Because it was raining.

-----9. Hearing the bell ring.

-----10. The canoe was upset by the waves.

-----11. It will snow tomorrow.

-----12. A piece of chocolate cake with white frosting.

-----13. One very cold day this winter.

-----14. I will send you that book.

-----15. We are going camping next summer.

-----16. A tennis court and a large swimming pool.

-----17. While I was in the room.

-----18. Twenty-four blackbirds baked in a pie.

1/ The following tests are samples of the type to be used in eliminating individual grammatical errors. They would be given after the pupil had studied text explanations and done practice exercises. Other tests would cover verb forms, compound sentences, misspelled words, pronouns, and many others.

-----19. From head to foot.

-----20. Hoping to hear from you.

-----21. In the afternoon it rained.

-----22. Who saw the president?

-----23. Far up the side of the mountain.

-----24. Butterflies are everywhere.

-----25. The branches of the elm tree.

-----26. We are always willing to come.

-----27. There is the mother oriole.

-----28. Deep in the wood a trillium bloomed.

-----29. Special sale of potatoes today.

-----30. You stay here until your work is done.

-----31. Across the bridge.

-----32. On the river bank the arbutus grew.

-----33. They did not stop.

-----34. That dog may bite.

-----35. Early yesterday morning.

-----36. Cooking a steak over the fire.

-----37. A roaring, tumbling waterfall.

-----38. Eight working hours a day.

-----39. Lying on the rug was a huge dog.

-----40. Elephants, lions, and stalking tigers.

-----41. Across the field and into his hole under the fence.

-----42. When the Erie Canal was built.

Test on Types of Sentences

Punctuate the following sentences. Then place a "D" at the left of the Declaratory Sentences, and an "I" at the left of the Interrogative Sentences.

-----1. My new dog is an Irish setter

-----2. What a splendid place for a picnic

-----3. Did you see the movie of David Copperfield

-----4. The chipmunk disappeared into a hole in the wall

-----5. Bring me last night's newspaper

-----6. What do you think she told me

-----7. We went skiing on the Lone Pine Trail

-----8. When does the Big League Game begin

-----9. The wind rattled the shutters all night

-----10. Look at that butterfly

-----11. A little snowbird lived in my cedar tree all winter

-----12. What river in Africa flows north

-----13. Did you ever make adragon kite

-----14. My father bought me a new bicycle

-----15. What flag is flying from that ship

-----16. What seeds are you planting this year

-----17. Six ducklings were swimming in the canal

-----18. Was it you who called

-----19. You are coming to the picnic aren't you

-----20. Uncle Jim is returning from Europe tomorrow

-----21. What a beautiful spring day it is

-----22. Will you mail this letter for me

-----23. What time does your train go

-----24. My new coat arrived this afternoon

----- 25. What a gay song she sings

-----26. Answer my note immediately

-----27. He went to Boston last night

-----28. Philadelphia is on what river

-----29. Did you actually make your radio

-----30. We enjoyed the symphony so much

-----31. How cold that wind is

-----32. Which poem do you like best

-----33. She broke her new watch

-----34. We picnicked by the waterfall

-----35. The girls wore pretty summer dresses

-----36. Was that the telephone bell

-----37. It rained last night didn't it

-----38. Daniel Webster lived in Marshfield, Mass chusetts

-----39. Whose dog is that

-----40. What is the score now

-----41. Come with me

-----42. Her favorite pet was a baby monkey

-----43. I would like to see that play

-----44. What time does thebus leave

-----45. Can you read German

Test for Choice of

Words

The column at the right gives the definition of a word in the left-hand columns. Place the number of the definition beside the correct word.

( ) diseased	( ) bear	1. island
( ) bridal	( ) altar	2. shrine in church
( ) diary	( ) aisle	3. an animal
( ) plain	( ) duel	4. part of a harness
( ) rain	( ) dairy	5. a building
( ) cord	( ) rite	6. string
( ) diner	( ) alter	7. low voice
( ) angle	( ) desert	8. a meal
( ) through	( ) plane	9. a corner
( ) isle	( ) reign	10. a food
( ) dessert	( ) stationery	11. dead
( ) deceased	( ) threw	12. a daily record
( ) bare	( ) right	13. fight
( ) chord	( ) dinner	14. carpenter's tool
( ) rein	( ) angel	15. rule of a king
( ) stationary	( ) bass	16. correct
( ) base	( ) capitol	17. in one place
( ) capital		18. past of verb "throw"
( ) bridle		

Test Keys

Sentence Recognition

--S--1.
--C--2.
--C--3.
--C--4.
--C--5.
--S--6.
--C--7.
--C--8.
--C--9.
--S--10.
--S--11.
--C--12.
--C--13.
--S--14.
--S--15.
--C--16.
--C--17.
--S--18.
--C--19.
--C--20.
--S--21.
--S--22.
--C--23.
--S--24.
--C--25.
--S--26.
--S--27.
--S--28.
--C--29.
--S--30.
--C--31.
--S--32.
--S--33.
--S--34.
--C--35.
--C--36.
--C--37.
--C--38.
--S--39.
--C--40.
--C--41.
--C--42.

Types of Sentences

--D--1.
--D--2.
--I--3.
--D--4.
--D--5.
--I--6.
--D--7.
--I--8.
--D--9.
--D--10.
--D--11.
--I--12.
--I--13.
--D--14.
--I--15.
--I--16.
--D--17.
--I--18.
--I--19.
--D--20.
--D--21.
--I--22.
--I--23.
--D--24.
--D--25.
--D--26.
--D--27.
--I--28.
--I--29.
--D--30.
--D--31.
--I--32.
--D--33.
--D--34.
--D--35.
--I--36.
--I--37.
--D--38.
--I--39.
--I--40.
--D--41.
--D--42.
--D--43.
--I--44.
--I--45.

Word Choice

1. isle
2. altar
3. bear
4. bridle
5. capitol
6. cord
7. bass
8. dinner
9. angle
10. dessert
11. deceased
12. diary
13. duel
14. plane
15. reign
16. right
17. stationary
18. threw

Simple and Complex Sentences

Mark any of the following that are simple sentences with an "S". Mark any complex sentences with a "C".

-----1. We saw three bats in the cave.

-----2. The lights of the city glowed like stars.

-----3. When we rounded the corner the deer ran.

-----4. Hurrying along the main road.

-----5. Four baby skunks followed their mother to safety.

-----6. We picked nine quarts of berries.

-----7. If I had a nickel I would buy a lollipop.

-----8. I walked a mile before I could get any gasolene.

-----9. Is was a mistake to buy so much candy.

-----10. Deep down in the valley.

-----11. The hat which I like best is the blue one.

-----12. When are you leaving on your trip?

-----13. Four new books were added to our library.

-----14. If he goes swimming he will be punished.

-----15. Not a bad idea.

-----16. The robin's leg was broken.

-----17. When the bell rang.

-----18. Why are you leaving so early?

-----19. The horse that ran away was father's.

-----20. It was so hot we did not go.

-----21. Where are you going now?

-----22. Fourteen elephants led the circus parade.

-----23. The dam broke when the water rose last night.

-----24. If that is your book may I borrow it?

-----25. If the enemy hears us we are doomed.

-----26. Which road shall we take?

-----27. If the sun comes out.

-----28. Three ragamuffins sat on the hotel steps.

-----29. It was an old-fashioned harpsichord.

-----30. King George was crowned amid much splendor.

-----31. Swinging and swaying on the apple tree.

-----32. If she practised more she would be a good pianist.

-----33. Which of the two women is your aunt?

-----34. Without a chance to win.

-----35. That it will rain is certain.

-----36. The class play was a big success.

-----37. It was her fault that the cup was broken.

-----38. I saw the new moon when I was out walking.

-----39. It used to be a beautiful house.

-----40. Walking in the rain is fun.

-----41. She is too young to drive an automobile.

-----42. This is the way that you should sing that song.

-----43. May I go with you when you buy the puppy?

-----44. I found a yellow lady's slipper near the swamp.

-----45. When the play was written.

Test on Common Errors

If there are any errors in the following sentences write the correct word for the one that is wrong on the line at the left. Example: --saw-- I seen her yesterday.

----------1. Their are seven books on the table.

----------2. Where was you going when I saw you?

----------3. We haven't never sold hats in this store.

----------4. None of the men is rich.

----------5. Helen found she couldn't hardly walk after the accident.

----------6. The teacher she told the class to study hard.

----------7. Were you all planning to go to the dinner?

----------8. My little sister doesn't like them kind of cakes.

----------9. There's two ways to solve that problem.

----------10. Mother learned me how to use my camera.

----------11. Beth doesn't like slow music.

----------12. Gertrude set the plant on the table.

----------13. Those there tennis rackets are mine.

----------14. It's the Star Spangled Banner they are playing.

----------15. Having my tooth filled don't hurt at all.

----------16. Was you invited to the indoor picnic?

----------17. Mother asked us to stop our noisy game.

----------18. Those gardenias smell so sweetly.

----------19. There weren't any potatoes planted, I don't think.

----------20. I didn't know you could see that far.

----------21. She has gotten her tickets for the concert.

----------22. This here road looks like the right one.

----------23. Leave me go now.

----------24. Aren't you kind of near the edge of the road?

----------25. She got onto the bus.

----------26. I don't think I can go with you.

----------27. It don't seem to be raining now.

----------28. Everyone of the children are learning to dance.

----------29. The garden will be alright if it rains.

----------30. Jane could not except the invitation.

----------31. That book there is Mary's.

----------32. Miss Jones she went to Washington for her vacation.

----------33. Can I go to the circus, Dad?

----------34. Could you of gone if we had waited?

----------35. Mrs. Smith taught me to crochet.

----------36. You weren't at the lecture were you?

----------37. That there's Jim's air rifle.

----------38. Isn't it never my turn to go to the movies?

----------39. Don't that airplane look like a bird?

----------40. My dog his name is Rastus.

----------41. I don't think she can get into the house.

----------42. The baby has cut its first tooth.

----------43. Them hats are my cousin's.

----------44. Was it you I saw going into the drug store?

----------45. He acted like he was sick.

Mastery Test Keys

Simple and Complex Sentences

--S--1.	*-C--24.
--S--2.	--C--25.
--C--3.	--S--26.
-***-4.	-****-27.
--S--5.	--S--28.
--S--6.	--S--29.
--C--7.	--S--30.
--C--8.	-***-31.
--S--9.	--C--32.
-***-10.	--S--33.
--C--11.	-***-34.
--S--12.	--C--35.
--S--13.	--S--36.
--C--14.	--C--37.
-***-15.	--C--38.
--S--16.	--S--39.
-***-17.	--S--40.
--S--18.	--S--41.
--C--19.	--C--42.
--C--20.	--C--43.
*-S--21.	--S--44.
--S--22.	-***-45.
--C--23.	

Common Errors

**There--1.	-rather---24.
---were---2.	--into----25.
---ever---3.	--*****---26.
---*****--4.	--doesn't-27.
---could--5.	----is----28.
omit she--6.	all right--29.
---*****--7.	-accept---30.
---that---8.	--*****---31.
---are----9.	omit she--32.
-taught---10.	---may----33.
---*****--11.	--have----34.
---*****--12.	--*****---35.
omit there-13.	--*****---36.
---*****--14.	that is---37.
---doesn't15.	--ever----38.
---were---16.	--doesn't-39.
---*****--17.	--dog's---40.
---Sweet--18.	--*****---41.
omit don't-19.	--*****---42.
--so far--20.	--Those---43.
omit gotten-21.	---*****--44.
omit here--22.	As though-45.
---let----23.	

Test for Capitalization

Copy the incorrect word or words correctly on the line at the left.

-----1. He never knew that i wanted to go.

-----2. It was monday noon that she called.

-----3. The english language is difficult for all foreigners.

-----4. "over the shoulder and slopes of the dune
----- i saw the white daisies go down to the sea,
----- a host in the sunshine, and army in june,
----- the people god sends us to set our hearts free."
Bliss Carmen

-----5. Hewas reading "the black arrow" yesterday.

-----6. She pointed to the west where the sun was setting.

-----7. We heard President Roosevelt speak.

-----8. He is studying History and Music now.

-----9. During the Civil War the north lost thousands of men.

-----10. Captain John Smith took the sword.

-----11. "Our father who art in heaven."

-----12. Next sunday will be easter.

-----13. The wind was east last night.

-----14. Many settlers moved to the west to search for gold.

-----15. The spaniards are fighting a civil war.

-----16. He is an American.

-----17. Mother was born in hartford, connecticut.

-----18."The cat that went to Heaven " is a good book.

-----19. She was graduated from brookline high school.

-----20. Have you seen "Alice in wonderland" in the movies?

-----21. "the wind doth wander up and down,

----- forever seeking for a crown;

----- the rose in stillness on a stem,

----- inherits love's own diadem."

Nathalia Crane

-----22. Are you a girl scout?

-----23. The parade was led by president Conant.

-----24. The French explorers discovered the mississippi.

-----25. Those are Chinese cherry trees from the East.

-----26. Our camp is at Lake Pearl.

-----27. We subscribe to the Saturday Evening post.

-----28. The hercules went down with all hands on board.

-----29. Please call the doctor.

-----30. He is a Professor in a large university.

-----31. Beware, o my travellers, of the landslides.

-----32. Do you go to High School?

-----33. Yes, my father knows Dr, Smith.

-----34. Way down South in the land of cotton.

-----35. Do plan to come to lunch on thursday.

-----36. He is a conductor on the new york central.

-----37. Next summer we are going to fly west.

-----38. Do you belong to the junior Red Cross?

-----39. I have just read "Five Girls who dared."

-----40. He was in Professor Thomas' class.

Finding Phrases

Copy any phrases in the following sentences on the line provided at the left.

----------1. The fire started during the night.

----------2. The rabbit wriggled under the fence.

----------3. The owls hooted all night.

----------4. It was raining when the concert started.

----------5. The dog chased the cat around the house.

----------6. The railroad follows the river.

----------7. They climbed slowly up the hill.

----------8. I heard that Elsie is very ill.

----------9. The rose was spoiled by the bugs.

----------10. He would not go without his umbrella.

----------11. The witch's house was made of gingerbread.

----------12. She asked when I was going to Europe.

----------13. On the table was a huge blue vase.

----------14. That rock makes a good picnic table.

----------15. Aunt Mary has not been here since Christmas.

----------16. The horse bolted into the barn

----------17. She is playing jump-rope with Helen.

----------18. They strolled down the boardwalk.

----------19. He won the race in spite of a poor start.

----------20. All through the house not a creature was stirring.

----------21. Elizabeth is graduating this year.

----------22. The old man slept while the orchestra played.

----------23. Hollyhocks bloomed around the dooryard.

----------24. Baby's ball is painted with bright colors.

----------25. Several clowns entertained the children.

----------26. Which games shall we play?

----------27. The mouse crept behind the sleeping cat.

----------28. The squirrel buried his nuts under the tree.

----------29. The whippoorwillcalls throughout the evening.

----------30. It was six o'clock when we started.

----------31. Keep off the grass.

----------32. When I return I will wash the dishes.

----------33. Howe was the inventor of the sewing machine.

----------34. If I have my way we will not go.

----------35. The boy could not reach beyond the first shelf.

----------36. The jam was on the third shelf.

----------37. Lady's slippers are growing behind the shed.

----------38. He went fishing last Sunday.

----------39. We will picnic there when the moon is full.

----------40. They all went except Susan and me.

Mastery Test Key

Capitalization

I	1.	Wonderland	20.
Monday	2.	The	21.
English	3.	Forever	
Over	4.	The	
I		Inherits	
A June		Girl Scout	22.
The God		President	23.
The Black Arrow	5.	Mississippi	24.
****	6.	****	25.
****	7.	****	26.
history, music	8.	Post	27.
North	9.	Hercules	28.
****	10.	****	29.
Father, Heaven	11.	professor	30.
Sunday, Easter	12.	C	31.
****	13.	high school	32.
West	14.	****	33.
Spaniards	15.	****	34.
****	16.	Thursday	35.
Hartford, Connecticut	17.	New York Central	36.
Cat Heaven	18.	*****	37.
Brookline High School	19.	Junior	38.
Dared	39.	****	40.

Mastery Test Key

Finding Phrases

during the night	1.	*****	21.
under the fence	2.	*****	22.
*****	3.	around the dooryard	23.
*****	4.	with bright colors	24.
around the house	5.	*****	25.
*****	6.	*****	26.
up the hill	7.	behind the sleeping cat	27.
*****	8.	under the tree	28.
by the bugs	9.	throughout the evening	29.
without his umbrella	10.	*****	30.
of gingerbread	11.	off the grass	31.
to Europe	12.	*****	32.
on the table	13.	of the sewing machine	33.
*****	14.	*****	34.
since Christmas	15.	beyond the first shelf	35.
into the barn	16.	on the third shelf	36.
with Helen	17.	behind the shed	37.
down the boardwalk	18.	*****	38.
in spite of a poor start	19.	*****	39.
through the house	20.	except Susan and me	40.

CHAPTER XVII

Conclusion

Where only five units out of fourteen are completely developed it is necessary that some phases of the English course be omitted to be discussed in the other units. In the units presented the following aspects have been omitted. Some time during the year there should be a series of library lessons introducing both the school and the public library to the children. If the school has the equipment for using films these should be included in some of the units. The school paper should have representatives from the seventh grade on the board, and the class should be urged to contribute every type of material.

A revision of the units as worked out here would probably include more choice of activities in group 1 for the slow learner. He is entitled to a choice as well as the rapid learner. In the case of some of the longer units progress tests for certain individuals and groups would enable the teacher to keep a more careful check on results.

If the classes were small enough it would probably be more satisfactory to check the results of the unit on Newspapers by watching the children at their reading in the school

library. The pre-test of the social situations unit should also be given by observation of the behavior of the pupils if the size of the class permits.

This thesis has not attempted to prove that the unit plan of teaching is the best plan. It has attempted to show that through the unit plan each individual pupil can proceed at his own rate of speed unhampered by other members of the class; that he may follow his own inclinations with guidance from the teacher; that he develops self-reliance and ability to work with others; that a broader approach to the problem is possible through the optional activities and reports; and that the child is placed in situations that prepare him for actual participation in a"changing social order."

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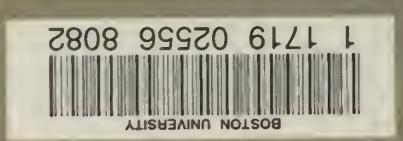
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